

SUBJECT: ACADEMIC RECOGNITION PROGRAMS, HONOR ROLLS CONTESTS FOR STUDENTS, STUDENT AWARDS AND SCHOLARSHIPS

Academic Recognition Programs

The development of student intellectual ability, desirable traits of character and qualities of leadership are all achievements the school system desires to encourage and foster. In recognition of outstanding student achievement far in excess of the minimum requirements, the Board of Education supports academic recognition programs. These programs may include honor rolls, honor societies and special awards.

The Board shall encourage the certified staff to develop criteria and procedures for these recognition programs. In all cases, the relationship between the honor and the relevant goal of the school shall be made explicitly clear.

Honor Rolls

The Board of Education has authorized two (2) honor rolls at WAJ. To be eligible for the High Honor Roll, a student is to have an average between 90% and 100%.

Contests for Students

Distribution of educational material, essay contests, and poster contests must be approved in advance by the Assistant Superintendent if the sponsoring organization wishes to involve students in the project on school time. Samples of informational material should accompany the request. Upon the judgment of the Assistant Superintendent, the request may be forwarded to the Superintendent and the board of Education for approval.

Student Awards and Scholarships, Valedictorian and Salutatorian

The Board of Education mandates that all students regardless of race, color, creed, sex, sexual orientation, national origin, religion, age, economic status, marital status or disability shall be eligible for all awards and scholarships given or disseminated by the school district.

Eligible candidates for academic or other achievement awards will be selected on the basis of academic achievement, school citizenship, and/or co-curricular performance, as applicable to the type of award being given. Recipients of academic awards shall be selected by the Assistant Superintendent from a list of eligible candidates prepared in consultation with appropriate school staff. The exceptions shall be for Valedictorian and Salutatorian. The Valedictorian shall be the senior who has attended WAJ his/her Junior and Senior years with the highest cumulative average from Grade 9 through the 3rd quarter of the marking period in Grade 12, and the Salutatorian shall be the senior who has attended WAJ his/her Junior and Senior years with the 2nd highest cumulative average from Grade 9 through the 3rd quarter marking period in Grade 12. The averages will be computed using Regents, Honors and Advanced Placement grades and Regents Exams scores with students having to have a minimum of five courses a year with the above designations to qualify. The exception will be in the 12th grade when the minimum will be four.

Scholarships to high school graduates will be awarded on the basis of the student's academic achievement, his/her potential for success at an institution of education without the scholarship. The Scholarship Committee, appointed by the Board of Education, shall select the recipient(s) of scholarship(s) awarded by the district from a list furnished by the Assistant Superintendent after consultation with appropriate school staff.

The School District may obtain and award its students awards and scholarships. The Board of Education, having been entrusted by law, will hold in trust gifts, grants, bequests and legacies given or bequeathed to the Windham-Ashland-Jewett Central School District and shall apply the same and/or their interest and proceeds according to the instruction of the donors and according to the procedures established by the administration.

Awards and/or scholarships that are to be continued annually and are awards or scholarships of fifty dollars (\$50) or more, may, at the request of the donating person or organization, be deposited in the School's Trust and Agency Fund. Prior to the establishment of such an account, it will be necessary for the donating person or organization to define the criteria for the selection of the recipient.

National Honor Society

Membership in the WAJERIAN chapter of the National Honor Society is available to students who are outstanding in scholarship, service, leadership and character. If in the judgment of the faculty a student possesses these characteristics, he/she may be inducted into the Society. A student, once a member, may be dismissed if the high standards of membership are not maintained.

Calculation of Cumulative Average and Class Rank

Cumulative averages for the purpose of final class ranking shall be calculated with a weighted grade point scale at the end of the final week of the third ten-week grading period of a student's senior school year. The Windham-Ashland-Jewett CSD Weighted Grade Index (W AJCSDWGI) will account for every course offering at W AJ High School. Calculation of cumulative grade average for the purposes of college application processing will include courses completed through the end of the student's junior year of high school and will not be weighted. To facilitate the preparation of accurate and updated calculations for use with individual student college applications in a student's junior or senior year, a weighted class rank list, using the weighted grade index may be developed by the guidance office at the end of each marking period.

1. Grades for all high school and college courses taken in high school and for which credit has been earned, shall be included in the calculation of cumulative average and class rank.
2. For subjects failed and then repeated and passed, only the passing grade will be
3. included in the weighted average or ranking.
4. In cases of multiple failures for the same course, the highest grade will be used.
5. If a student repeats a previously passed course in order to earn a higher mark, the higher grade will be used.
6. BOCES courses will be weighted and counted as "Regents" level courses.

Windham-Ashland-Jewett High School Weighting System for Class Rank and Senior Awards

The weighting system described below will be applied when determining a student's cumulative average for the purpose of determining class rank. Adding all of the weighted grades and dividing by the total number of credits will determine this final average.

Formula for determining each course grade:

$$\text{Earned Grade} + \text{Quality Point} = \text{Weighted Grade}$$

Windham-Ashland-Jewett High School Weighted Grade Index

The classes listed are a representative pool of the total courses offered at W AJ and may be updated each year to specify the specific weighting of new courses. However, in the absence of an offered course in the matrix below, administrator discretion will be used to identify where the course fits into the index tables below. Approved courses are outlined within the W AJ Course Selection Guide and updated annually.

Course Level	Courses	Quality Point Index
Regents	<p>Art: Studio in Art, Drawing and Painting, Advanced Drawing and Painting, Sculpture and Design, Ceramics I, Ceramics II, Graphic Art, Technical Drawing, and Architectural Drawing.</p> <p>Business: Introduction to Occupations, Computer Literacy, Desktop Publishing, Accounting, Business Communications, Business Analysis/Business Computer Applications, Entrepreneurship and Marketing, Business Economics, Introductory College Keyboarding.</p> <p>Computer: Computer Literacy, Desktop Publishing, Computer Programming I, Computer Programming II, Computer Repair.</p> <p>Drivers Education: Drivers Education</p> <p>English: English 9, English 10, English 11, Senior English, Business Communications, and Communications.</p> <p>Foreign Language: French Level I, French Level II, French Level III, Spanish I, Spanish II, Spanish III.</p> <p>Health: High School Health.</p> <p>Home and Careers: Food and Nutrition, Clothing and Textiles, Housing and Environment, and Human Development.</p> <p>Mathematics: Regents Math A, Regents Math A-I, Regents Math A-2, Math A-B, Sequential Math Course III, Statistics, Applied Mathematics,</p> <p>Music: Music in Our Lives, Choir, Band, Music Theory I, Music Theory II.</p> <p>Performing Arts: Beginning Drama, Advanced Drama, and Technical Theater.</p> <p>Physical Education: Physical Education 9-12.</p> <p>Science: Water Studies, Environmental Science, Physical</p>	0

POLICY

2005

7430
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Students

Regents Con't.	Setting: Earth Science, The Living Environment: Biology, Physical Setting: Chemistry. Social Studies: Global History 9, Global History 10, U.S. History and Government, Participation in Government, Economics, History of the Holocaust, Business Economics <i>ALL other Courses not officially designated through AP Board or authorized college/university will be categorized as Regents level</i>	0
Accelerated	Students taking accelerated classes may receive one quality point for taking district approved regents level courses before their cohort group, so long as the quality points are not double counted in senior high school; the highest quality point number would be applied in the case where acceleration credit and upper level, college level or AP level credit was available	+1
Upper Level Academic	4 th Year Courses not required for graduation, including but not limited to: Physics, Chemistry, Pre-Calculus and Calculus	+2
College Level	University in the High School (UHS) approved Early Admission at CGCC or other approved college courses offered in the Course Selection Guide, including: Spanish 4/5, French 4/5, University in the High School and approved College Level BOCES Programs including the New Visions Program	+4
Advanced Level	All approved AP Courses, including: AP Environmental, AP Biology, AP Calculus, AP U.S. History, AP Psychology, AP English, AP Art	+5

Effect of Index for Weighting on Earned Grades

Earned Grade I	Regents level Index	Upper Level Academic Index	College Level Index	Advanced Placement Index
100	100	102	104	105
99	99	101	103	104
98	98	100	102	103
97	97	99	101	102
96	96	98	100	101
95	95	97	99	100

Grade Point Average Conversion Table

This table will be used to convert grades from a 4.0 grade to a numerical grade.

Grade Point Average	Numerical Equivalent	Grade Point Average Continued	Numerical Equivalent Continued
3.9	96-95	1.7	72
3.8	94-93	1.6	71
3.7	92	2.5	80
3.6	91	2.4	79
3.5	90	2.3	78
3.4	89	2.2	77
3.3	88	2.1	76
3.2	87	1.9	74
3.1	86	1.8	73
3.0	85	1.7	72
2.9	84	1.6	71
2.8	83	1.5	70
2.7	82	1.4	69
2.6	81	1.3	68
2.0	75	1.2	67
1.9	74	1.1	66
1.8	73		
1.5	70		
1.4	69		

No credit will be offered for courses transferring in at a grade below 1.0 or 65%.

This table will be used to convert grades from a letter grade to a numerical grade.

Letter Grade	Numerical Grade
A+	100
A	96
A-	92
B+	89
B	86
B-	82
C+	79
C	76
C-	72
D+	69
D	67
D-	65
F	60

No credit will be offered for courses transferring in at a grade below D- or 65%.

Selection Process for Valedictorian, Salutatorian, and Honor Guard in the Senior Year

Selection Process for Valedictorian and Salutatorian:

The graduating student with the highest grade point average will earn the valedictorian designation. The graduating student with the second highest average will earn the salutatorian designation. In addition to cumulative grade average, all candidates for valedictorian and salutatorian must meet the minimum criteria listed below.

1. The student must be completing high school in a maximum of four years.
2. By graduation, all candidates will earn a Regents Diploma with Advanced Designation.
3. By graduation, all candidates will have earned a minimum of 16 units of credit in English, Math, Science, and Social Studies, including a minimum 1 unit of credit at the college level or Advanced Placement level during their 4 years of high school.
4. Both the Valedictorian and the Salutatorian are expected to participate in the graduation ceremony. Under most circumstances, the Valedictorian and the Salutatorian would speak at graduation. The WAJ High School Assistant Superintendent will review and approve speeches prior to graduation.

5. To be eligible for consideration for valedictorian or salutatorian graduation honors, a student must have been enrolled at W AJ High School during their entire graduating year and the preceding year consecutively.

Selection Process for Honor Guard Designation:

A designation of an "Honor Guard" will be bestowed upon those students with averages of 90% or above at the time final cumulative averages are determined.

Honor Rolls

The Board of Education has authorized three (3) honor rolls at W AJ. To be eligible for the Honor roll, a student is to have an average between 85% and 89%. To be eligible for the High Honor Roll, a student is to have an average between 90% and 94%. To be eligible for the Superintendent's Honor Roll, a student is to have an average of higher than a 95%.

POLICY

2010

Policy 7431

ACCELERATION K-12 POLICY

SUBJECT: SINGLE-SUBJECT AND WHOLE-GRADE ACCELERATION

The Board of Education recognizes that students possess varying physical, emotional and academic capacities. The curriculum and instructional methods are adopted to meet these needs. Occasionally, however, it may be necessary to adjust a student's grade placement, either for a single-subject or for an entire grade-level program, by acceleration in order to place him or her in a class setting where the instructional activities are more appropriate to his or her academic needs.

In grades K-6, referral of a student for consideration of acceleration must be made by the student's parent, classroom teacher and administrator, in consultation with the building principal, school guidance counselor and other professional staff. A complete evaluation shall be conducted. Each case of acceleration shall be reviewed on an individual basis using specific acceleration criteria by the acceleration committee to determine if such an action is warranted. The committee will make a specific recommendation to the superintendent regarding acceleration. No student shall be accelerated in a single-subject or whole grade without adequate objective review, recommendation to and the prior approval of the superintendent or his designee.

Grade eight students at Windham-Ashland-Jewett Central School shall have the opportunity to take high school courses in mathematics and science. Credit for such courses will be awarded in accordance with the Commissioner's regulations.

Where practical and appropriate, students in grades 7-12 may take certain elective courses. These courses shall be described in the course selection guide, including criteria for eligibility and student performance expectations. Consideration for offering these courses shall be based on student need, schedule flexibility, budget allocation and teacher availability.

CONTENTS

REGULATION 7431 to Implement Policy 7431

Acceleration Referral Form: A standard WAJ Acceleration Referral Form shall be utilized to initiate the process (see WAJ Referral Form).

Acceleration Committee: An Acceleration Committee shall be established annually to provide input and make recommendations to the superintendent regarding single-subject or whole grade acceleration. Existing Child Study Teams (CST) may be utilized to facilitate expeditious referral processing so long as the building principal or ASCI are present. The committee members shall meet as deemed necessary by the superintendent and shall be composed of the following individuals when practical:

- Building Principal and Assistant Superintendent of Curriculum and Instruction
- Grade Level Teacher of the student
- Teacher in the Receiving Grade
- Content Specific Teacher of the Student
- School Psychologist
- CSE Chairperson or designee
- Guidance Counselor

The committee shall consider the following when making its determination on single-subject or whole-grade level acceleration:

- Academic Performance and Ability
- Social and Emotional Ability
- Behavioral Record
- Motivation

Acceleration Process: Please see the attachments for procedures on the single-subject and whole grade acceleration process in k-8.

Acceleration Plan: The committee shall complete an acceleration plan to document all relevant considerations for approval or denial. Denials may be appealed to the superintendent. However, unless compelling information is presented or found to have been missed during the original review, committee decisions shall be considered binding and supported by the superintendent.

Acceleration plan shall address the following areas:

- Contain basic student demographic, familial contact information and longitudinal performance data from local and state assessments
- Measure(s) of intelligence analysis
- Behavioral record
- Attendance record
- Content Compacting Plan

CONTENTS

**CONTINUED:
REGULATION 7431 to
Implement Policy 7431**

Timing of Acceleration Implementation: It is important to consider the appropriate time to initiate acceleration. In general, students shall begin an approved acceleration at the beginning of a grading term, after returning from a holiday recess or other appropriate milestone during the year. In general, initially identified students must have maintained appropriate local (and/or state level) performance over two consecutive terms (5-week marking period and first report card). Therefore, the initial starting period for an elementary student would be after the first marking period. Once a student is accelerated, the student may remain on the accelerated tract in September of the following year, as coordinated between the grade level teachers during the first two weeks of instruction, and so long as the eligibility standards are maintained.

Monitoring Accelerated Students: The purpose of accelerating a student is to allow for appropriate pacing and to provide academic challenge and rigor. It is expected that accelerated students shall maintain mastery level performance in the advanced grade or content area. Therefore, failing to consistently meet the expected performance standards is a trigger for deceleration into the original grade level content.

Initially, the classroom teacher and parents of an accelerated child should communicate once a week regarding the students overall progress, including academic, behavioral, motivational and social considerations, documenting progress in journal form. While formal performance feedback shall be provided in the form of progress reports and report cards, the teacher shall inform parents and other school personnel of significant challenges or concerns for an accelerated student.

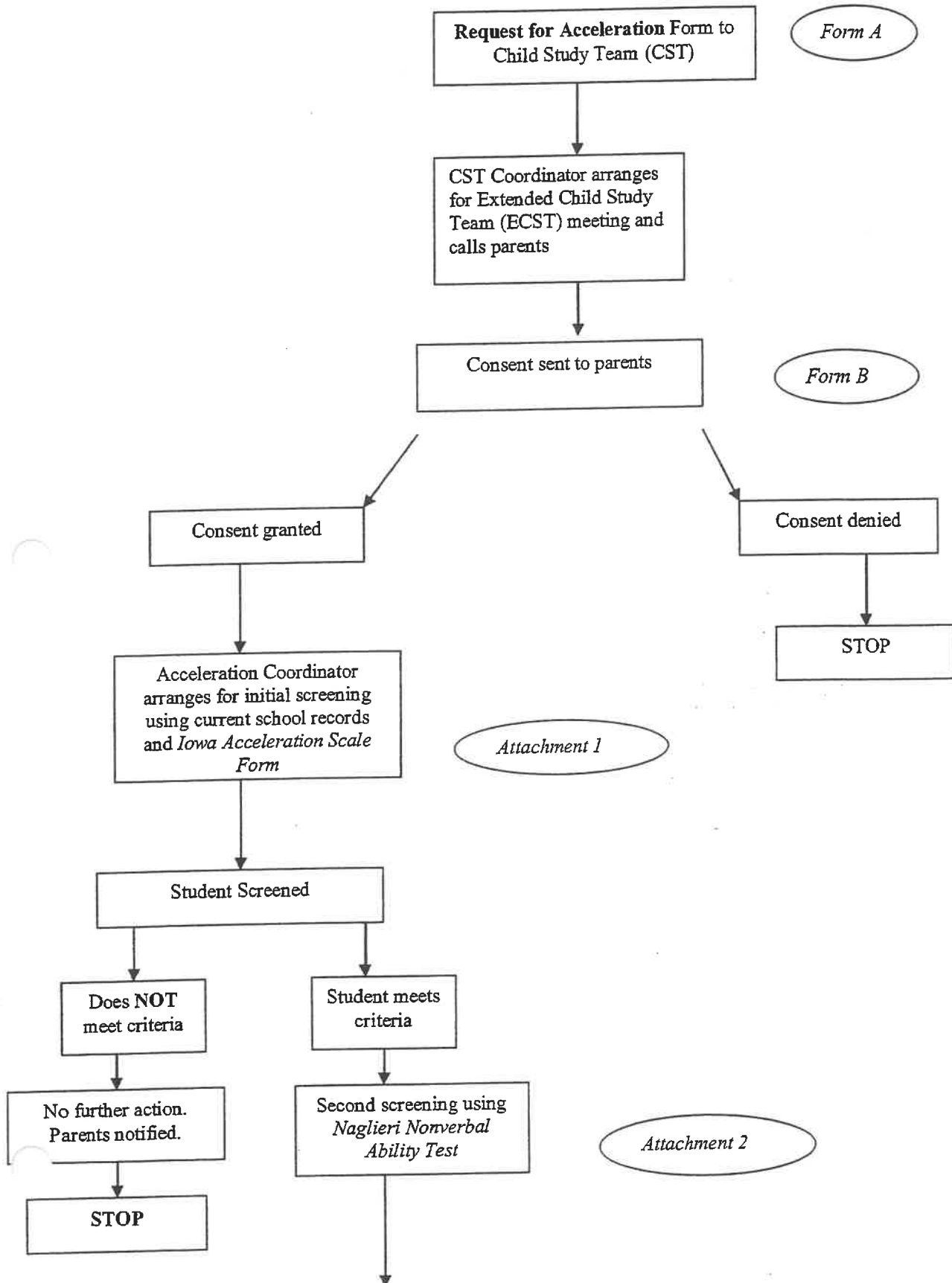
Communicating Acceleration Opportunity: The contents of the WAJ acceleration policy and regulations shall be posted and shared with all stakeholders. A summary of the policy and regulations shall be placed on the school website, student handbooks and course selection guides. It shall also be discussed during appropriate guidance and building level events. It is our belief that:

- Access to referral for consideration of acceleration is open to all students.
- All student populations demonstrating advanced academic ability are served.
- Student evaluation is fair, objective and systematic.
- Parents/Guardians are involved in the final decision making process for their child.
- Community access to the policy and regulations on acceleration is made available.

Elementary Single Subject Acceleration: When possible, eligible elementary students shall be afforded the opportunity to challenge advanced content knowledge in mathematics beginning in the first grade. To be eligible, students must meet the following criteria:

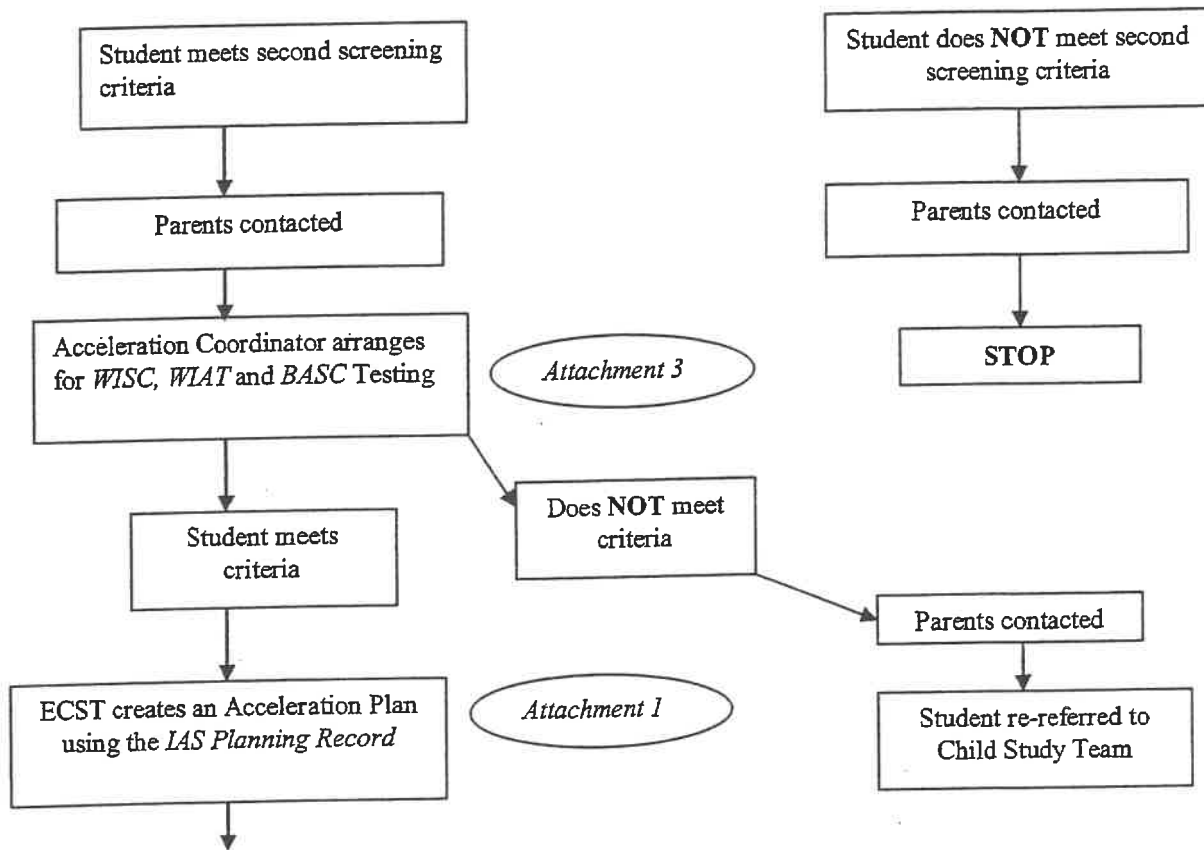
WHOLE GRADE ACCELERATION PROCEDURE
WINDHAM-ASHLAND-JEWETT CENTRAL SCHOOL

STEP 1 – TO BE COMPLETED WITHIN 30 DAYS OF REFERRAL

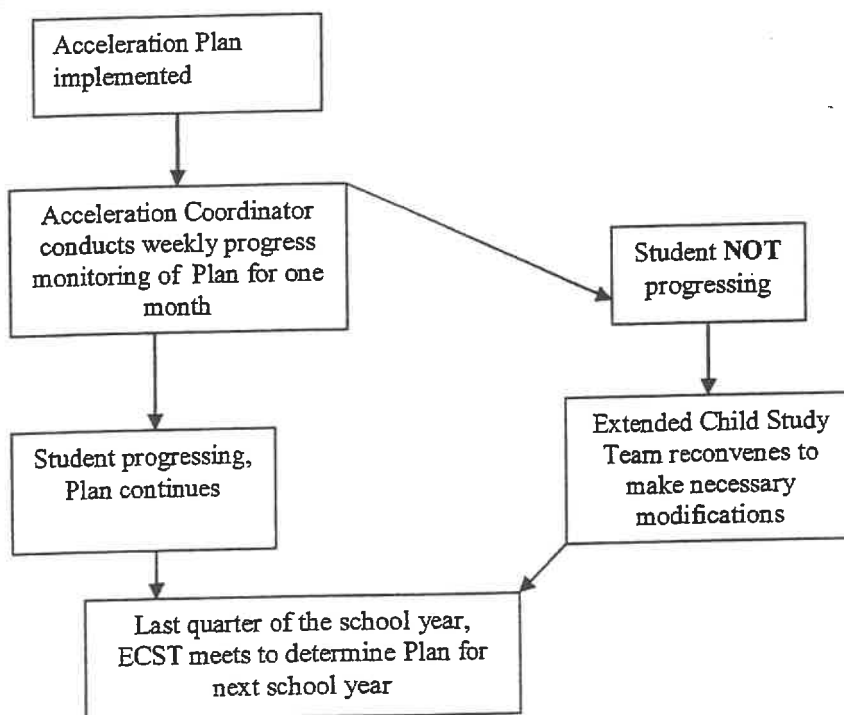


ACCELERATION PROCEDURE
WINDHAM-ASHLAND-JEWETT CENTRAL SCHOOL

STEP 2 - TO BE COMPLETED WITHIN 30 DAYS OF RECEIPT OF CONSENT



TO BE COMPLETED WITHIN 60 DAYS OF RECEIPT OF CONSENT





Windham Ashland Jewett

CENTRAL SCHOOL DISTRICT

Main Street, P.O. Box 429, Windham, N.Y. 12496
518-734-3400 fax 518-734-6050

Acceleration Nomination Form

Date: _____ Nominator: _____

Student's Name: _____ Birthdate: _____

Grade: _____ Teacher: _____

Parent/Guardian: _____

Address: _____

City/Zip Code: _____

Phone numbers: _____

Email: _____

Please indicate whether the student has an IEP or Section 504 Plan: Yes _____ No _____

Please describe why you believe that this student should be considered for acceleration:

Signature of Nominator

Date

Please return this form to _____ by _____.



Windham Ashland Jewett

CENTRAL SCHOOL DISTRICT

Main Street, P.O. Box 429, Windham, N.Y. 12496
 518-734-3400 fax 518-734-6050

Request for Acceleration

The Windham-Ashland-Jewett Central School District will provide the resources and environment that maximize the opportunity for each and every student to reach his or her academic, creative and athletic potential.

Name of student: _____ Birthdate: _____

Current grade placement: _____ Teacher: _____

Parents/Guardians: _____

Student address: _____ Phone number(s): _____

Give specific examples of how this child functions at a significantly higher level than students of the same age.

Document the differentiation techniques that have been utilized to accommodate this child's needs. (Please check all that apply.) TO BE COMPLETED BY A CURRENT CLASSROOM TEACHER OR TEAM.

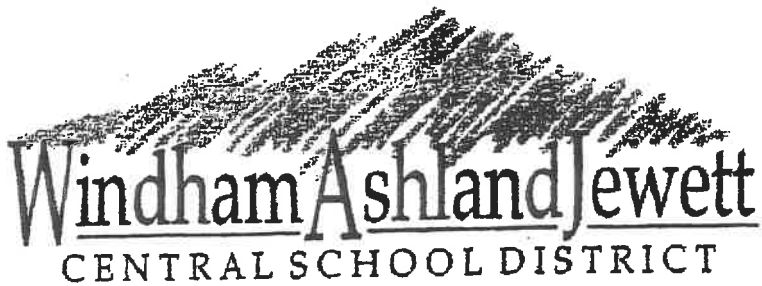
Applies	Differentiation technique	Length of implementation	Successful		Applies	Differentiation technique	Length of implementation	Successful	
			Yes	No				Yes	No
	Change pace/depth					Curriculum compacting			
	Learning centers					Higher-level questioning			
	Learning contracts					Independent research			
	Differentiated assignments/assessments					Flexible grouping			
	Supplemental materials					Student choice			
	Open-ended assignments					Other:			

Name of person submitting request: _____

Relation to student: _____ Date: _____

Has a Child Study Team referral been made on this student? _____ If so, when? _____

Please submit this form to the Child Study Team Coordinator.



Windham Ashland Jewett
CENTRAL SCHOOL DISTRICT

Main Street, P.O. Box 429, Windham, N.Y. 12496
518-734-3400 fax 518-734-6050

**Acceleration Consideration
Permission to Test**

Student's name: _____ Birthdate: _____

Grade: _____ Teacher: _____

Parent/Guardian: _____

Address: _____

City/Zip Code: _____

Phone numbers: _____

Email: _____

_____ I give permission for my child to be screened and tested for acceleration consideration in the Windham-Ashland-Jewett Central School District. I understand that the screening and testing may include, but not limited to the: *Wechsler Intelligence Scale for Children-Fourth Edition, Wechsler Individual Achievement Test-Third Edition, Gifted Rating Scales*, and a creativity assessment. The results of the screening and testing will be considered in the decision-making processes by the Acceleration Committee.

_____ I do not give permission for the screening and testing.

Parent/Guardian's Signature

Date

Please return this form to _____ by _____.

Windham-Ashland-Jewett Central School

Written Acceleration Plan for

Name of Student: _____ Grade: _____

Type of Acceleration	
Single-Subject (Specify)	
Whole-Grade (to-from)	

Placement	Transitional Period
From:	Begins:
To:	Ends:

Please list the specific strategies to ensure successful transition occurs.

Strategy	Responsible Implementer(s)
A separate description of the compacting plan must be included with this form.	Primary Plan Monitor

Please list strategies to ensure continual monitoring of transitional progress.

Strategy	Responsible Monitor(s)

Please list expectations for how acceleration will impact future student programming.

Expectation	Event/Activity/Performance
High School Credit for:	at the completion of _____ grade.

Primary Plan Monitor: _____

School District Representative

Date

Parent

Date

Windham-Ashland-Jewett Central School's
Single Grade Acceleration Procedure

Draft 10-6-10

Subject

Parents/guardians, teachers, administrators, or WAJ Child Study Team (CST) may initiate an acceleration consideration by submitting a *Request for Acceleration* form (Form A) to the CST Coordinator. The CST Coordinator houses the forms. The CST Coordinator forwards the *Request for Acceleration* form to the Acceleration Coordinator, who reviews the Request for Acceleration, contacts parents/guardians and sends the *Permission to Test* form (Form B). **The process stops here if consent is denied.**

If parents/guardians grant consent, the Acceleration Coordinator initiates the screening process. The student's records will be obtained, including, but not limited to: report cards, standardized test scores, benchmarks, AIMSweb scores, NYSED assessments, results of the *Iowa Acceleration Scale Form (IAS)* (Attachment 1).

The Extended CST (ECST) meets and reviews the initial screening information. If the initial screening is not passed, parents will be notified. If the student meets the initial screening criteria, the Acceleration Coordinator arranges for final determination meeting with the CST (Acceleration Committee) to complete the Acceleration Plan, arrange for parental notification and initiate transitional procedures to allow for acceleration to occur.

The Acceleration Coordinator will monitor the accelerated student's progress weekly for one month. If the student is progressing, the current acceleration plan continues. If there are concerns, the ECST will meet to make the necessary modifications, if any, to the Acceleration Plan, notifying parents of any significant changes to the original plan.

During the 4th quarter, the Acceleration Coordinator will facilitate the annual review meeting to determine the student's program for the following year.



Windham Ashland Jewett

CENTRAL SCHOOL DISTRICT

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518-734-3400 fax 518-734-6050

Acceleration Nomination Form

Date: _____ Nominator: _____

Student's Name: _____ Birthdate: _____

Grade: _____ Teacher: _____

Parent/Guardian: _____

Address: _____

City/Zip Code: _____

Phone numbers: _____

Email: _____

Please indicate whether the student has an IEP or Section 504 Plan: Yes _____ No _____

Please describe why you believe that this student should be considered for acceleration:

Signature of Nominator Date

Please return this form to _____ by _____.



Windham Ashland Jewett

CENTRAL SCHOOL DISTRICT

Main Street, P.O. Box 429, Windham, N.Y. 12496
 518-734-3400 fax 518-734-6050

Request for Acceleration

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Name of student: _____ Birthdate: _____

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Parents/Guardians: _____

Student address: _____ Phone number(s): _____

Give specific examples of how this child functions at a significantly higher level than students of the same age.

Document the differentiation techniques that have been utilized to accommodate this child's needs. (Please check all that apply.) **TO BE COMPLETED BY A CURRENT CLASSROOM TEACHER OR TEAM.**

Applies	Differentiation technique	Length of implementation	Successful		Applies	Differentiation technique	Length of implementation	Successful	
			Yes	No				Yes	No
	Change pace/depth					Curriculum compacting			
	Learning centers					Higher-level questioning			
	Learning contracts					Independent research			
	Differentiated assignments/assessments					Flexible grouping			
	Supplemental materials					Student choice			
	Open-ended assignments					Other:			

Name of person submitting request: _____

Relation to student: _____ Date: _____

Has a Child Study Team referral been made on this student? _____ If so, when? _____

Please submit this form to the Child Study Team Coordinator.

Windham-Ashland-Jewett Central School Recommended Student Acceleration Form

Name of Student: _____ Grade: _____

Academic Achievement

- Attach Report Card. Minimal Overall GPA of 90%

Standardized Assessment Performance

Assessment Name	Mastery Level	Date Taken/Actual Score

Focus Area	Minimal Level of Performance	Actual Performance
Attendance	No more than two late arrive to class or school during preceding two semesters	
Discipline	No significant disciplinary issues during preceding two semesters	
Motivational Survey Assessment	3.25 or higher	

Required Recommendations

	Name	Signature	Approval (Yes or No)
Science Department			
Math Department			
Acceleration Committee			
Administrative			
Parent/Guardian			
Student			

Attach this form along with last official report card to the Written Acceleration Plan.

Motivation and Maturity Assessment for Acceleration Consideration

Completed by: _____ Date: _____

Student: _____ Grade: _____

Motivational Assessment: This assessment is to be completed by four of the student's academic teachers, including math and science, assigning the most appropriate score to each area identified below.

Always	Most of the Time	Some of the Time	Seldom
4	3	2	1

Area		Score			
A	Student shows initiative in class; raises questions, solves problems, reasons through difficult concepts.	4	3	2	1
B	Student actively uses knowledge: synthesizes several sources of information, tests understanding by applying and discussing difficult concepts, uses prior knowledge, interprets various sources of information in constructing solutions.	4	3	2	1
C	Student participates actively in class: requires justification for ideas and concepts, recognizes and challenges misconceptions, uses and interprets other student and teacher statements and input	4	3	2	1
D	Student keeps an organized, neat notebook and/or work station.	4	3	2	1
E	Student focuses on class discussion.	4	3	2	1
F	Student cooperates with teachers and students.	4	3	2	1
G	Student is on-time to class.	4	3	2	1
H	Student is able to work independently and productively.	4	3	2	1
I	Student is prepared for class each day.	4	3	2	1
Index Average Score:					

Notes:

Written Acceleration Plan for

Name of Student: _____ Grade: _____

Type of Acceleration	
Single-Subject (Specify)	
Whole-Grade (to-from)	

Placement	Transitional Period
From:	Begins:
To:	Ends:

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A separate description of the compacting plan must be included with this form.	Primary Plan Monitor

Please list strategies to ensure continual monitoring of transitional progress.

Strategy	Responsible Monitor(s)

Please list expectations for how acceleration will impact future student programming.

Expectation	Event/Activity/Performance
High School Credit for:	at the completion of _____ grade.

Primary Plan Monitor: _____

School District Representative

Date

Parent

Date

Iowa IAS Acceleration Scale, 3rd Edition

Summary and Planning Record



A Guide for Whole-Grade Acceleration K-8

The Connie Belin & Jacqueline N. Blank International Center
for Gifted Education and Talent Development

Susan Assouline, Ph.D.
Nicholas Colangelo, Ph.D.
Ann Lupkowski-Shoplik, Ph.D.
Jonathan Lipscomb, Ph.D.
Leslie Forstadt, Ph.D.



IAS Summary and Planning Report

Student Name: _____

Student Address: _____

_____ Student Phone: (_____) _____

Current School Name: _____

Current School Address: _____

Student Gender: _____ Current Grade: _____ Proposed Grade for Acceleration: _____

	Year	Month	Day
Date of IAS Completion (Today's Date)	_____	_____	_____
Student's Date of Birth	_____	_____	_____
Student's Chronological Age	_____	_____	_____

Please indicate any diagnosed disability or disorder from Section II that the student may have: _____

Please indicate which, if any, Critical Items from Section III were checked: _____

Please indicate the scores from Section IV: Ability

Measure of intelligence (IQ score): _____

Name of test: _____

Date administered: _____

Student earned: 2 points 4 points 6 points

Please indicate the scores from Section V: Aptitude

Name of above-level achievement test: _____

Type of test administered: Individual Group

Student earned _____ points (*not to exceed 8*)

Please *circle one number* in each category for Part A or Part B.

Part A

	Language	Math	Reading	Science Reasoning	Other (<i>specify</i>) _____
On an above-level test, the student's scores were:					
At or below the 49 th percentile	0	0	0	0	0
Between the 50 th and 74 th percentiles	1	1	1	1	1
At or above the 75 th percentile	2	2	2	2	2

(Part B continues next page)

Part B

	Verbal	Quantitative
On an above-level test, the student's scores were:		
At or below the 49 th percentile	0	0
Between the 50 th and 74 th percentiles	2	2
At or above the 75 th percentile	4	4

Please indicate the scores from Section VI: Achievement

Name of test: _____
 Please indicate the type of test used: Individual Group
 Student earned _____ points (*not to exceed 8*)

Please circle one number in each category.

	Vocab- ulary	Total Reading	Total Math	Total Language	Other (<i>specify</i>) _____
On a grade-level test, the student's scores were:					
At or below the 89 th percentile	0	0	0	0	0
Between the 90 th and 94 th percentiles	1	1	1	1	1
At or above the 95 th percentile	2	2	2	2	2

Add the points from Sections IV, V, and VI to calculate the AAAA Subscale Score.

Academic Ability, Aptitude, and Achievement (AAAA) Subscale Score: _____ of a possible 22 points

Please indicate the scores for each item of Section VII:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____

School and Academic Factors Subscale Score: _____ of a possible 22 points

Please indicate the scores for each item of Section VIII:

8. _____ 9. _____ 10. _____

Developmental Factors Subscale Score: _____ of a possible 9 points

Please indicate the scores for each item of Section IX:

11. _____ 12. _____ 13. _____ 14. _____ 15. _____

Interpersonal Skills Subscale Score: _____ of a possible 16 points

Please indicate the scores for each item of Section X:

16. _____ 17. _____ 18. _____ 19. _____

Attitude and Support Subscale Score: _____ of a possible 11 points

Iowa Acceleration Scale Grand Total: _____ of a possible 80 points

Guideline for Interpreting the Iowa Acceleration Scale Grand Total:

60 to 80 total points	Student is an excellent candidate for whole-grade acceleration. Acceleration is recommended.
44 to 59 total points	Student is a good candidate for whole-grade acceleration. Acceleration is recommended.
33 to 43 total points	Student is a marginal candidate for whole-grade acceleration. There is no clear recommendation. Review materials closely and carefully consider alternatives.
32 or fewer total points	Whole-grade acceleration is not recommended . Consider single-subject acceleration, mentoring, enrichment, or other alternatives.

Please indicate the team decision. (*Check all that apply*)

- Whole-grade acceleration
- Single-subject acceleration (*list subject areas*) _____
- Mentoring
- Enrichment
- No special alteration of academics
- Other (*specify*) _____

Who (*name and position*) will design a plan to carry out the above decision? (*Please attach a sheet indicating the details of the plan.*)

Who (*name and position*) will implement the transition plan? (*Please attach a sheet indicating the details of the plan.*)

What is the timeline for the implementation and transition plans? _____

Who (*name and position*) will monitor the student's progress? How often? _____

How will acceptable student progress be determined? (*Please check one*)

- Student must maintain same percentile rank in new setting as in former one.
- Student must demonstrate at least a minimum level of growth on achievement testing.
- Other (*specify*) _____

Who (*name and position*) will receive reports from the monitor? _____

Date of next staffing for review (recommended within four to six weeks): _____

What situations would prompt the educator who is monitoring the student's progress to convene another staffing meeting?

Names/Positions of Individuals Participating in Acceleration Decision/Planning:

Parent (Guardian)

Signature _____

Agree with plan

Do not agree with plan (*please indicate preferred alternative*) _____

Current Teacher

Signature _____

Agree with plan

Do not agree with plan (*please indicate preferred alternative*) _____

Receiving Teacher

Signature _____

Agree with plan

Do not agree with plan (*please indicate preferred alternative*) _____

Other (*indicate title/position*) _____

Signature _____

Agree with plan

Do not agree with plan (*please indicate preferred alternative*) _____

Other (*indicate title/position*) _____

Signature _____

Agree with plan

Do not agree with plan (*please indicate preferred alternative*) _____

Administrator's Review of the IAS and Acceleration Plan:

I agree with the whole-grade acceleration plan developed by the study team.

I do not agree with the plan developed by the study team and instead authorize the following alternative:

Signature

Title/Position

Date

POLICY

2003

7440

Students

SUBJECT: MUSICAL INSTRUMENTS

Participation in a school music program provides a worthwhile educational and social experience for many students. Research has proven that musical instruction can provide cognitive skills that transfer to other academic disciplines. Participating in a musical group is a great way to teach self-expression, build self-confidence, and involve oneself in a healthy social experience. The music program is designed to guide and encourage students to make the most of their talents and to bring appreciation and understanding of music into the lives of all students.

District Owned Musical Instrument

Music instruments owned by the school district may be loaned to the students, on a first come, first serve basis, who are participating members of the school's musical program for an annual fee. The fee will be determined on an annual basis by the Board of Education at the reorganizational meeting in July. The fee must be paid in full advance of issuance of the instrument. The fee is non-refundable, except that a portion of the fee may be pro-rata basis if the student transfers to another school during the school year. The fee shall be reduced for students who qualify for the reduced price lunch program. Instruments shall be issued free of charge to students who qualify for the free lunch program.

The parent or guardian of every student receiving a district-owned instrument shall be required to sign an agreement stating the terms of the loan. The parent or guardian shall agree to be responsible for the proper and careful use of the instrument by the students, to return the instrument at the end of the loan period in good repair, subject to only reasonable wear and tear. The District is responsible to provide routine repairs and maintenance resulting from the proper and careful use of the instrument. The parent or guardian shall reimburse the District for the replacement of a lost, stolen, or destroyed instrument. The replacement value of the instrument shall be stated in the agreement.

When the District acquires an instrument to loan students, its actual purchase price shall be depreciated over a 10-year period at 5% per year of its initial price, and the depreciated value in any year shall be used as the replacement value. After the 10 year period the replacement value will remain at 50% for the life of the instrument, but the value will be no less than \$100.

Adopted: 8/05/03

POLICY

2003

7450

Students

SUBJECT: FUND RAISING BY STUDENTS

Fund raising projects in which students sell merchandise, provide services, or in other ways solicit money for school activities may be sponsored by school organizations with the express approval of the Assistant Superintendent. Any such plan shall have a clearly defined purpose and, in general, shall contribute to the educational experience of students and shall not conflict with instructional programs or state mandates. Fund raising activities away from school property shall be held to a minimum.

Door to door sales projects undertaken by any organization using the Windham-Ashland-Jewett Central School District name shall require previous approval of the Board of Education. Profits shall be used to enhance school programs by providing money for expenditures not normally funded by the District.

All participation shall be voluntary, with written parent/legal guardian consent for children in grades K through 8.

8 New York Code of Rules and Regulations
(NYCRR) Section 19.6
New York State Constitution, Article VIII, Section 1
Education Law Section 414

NOTE: Refer also to Policy #3271 -- Solicitation of Charitable Donations From School Children

Adopted: 8/05/03

POLICY

2003

7460

Students

SUBJECT: EMPLOYMENT CERTIFICATES

The Board of Education recognizes that employment certificates and work permits are necessary for the employment of minors of compulsory attendance age. The board authorizes the Superintendent of Schools to establish procedures for the issuance of working papers and for informing students and their parents or guardians of the limitations contained in federal and state law for permissible hours of work.

The Superintendent, or an official whom he/she designates, shall issue employment certificates in the form prescribed by the Commissioner of Education. In order to receive an employment certificate, evidence of age, written consent of the parent or guardian, and a certificate of physical fitness must be presented to the Superintendent or his/her authorized designee.

The Superintendent may revoke the employment certificate of a student who has been placed on the school's academic ineligibility list. Before revoking an employment certificate, the Superintendent will take into consideration non-academic factors relevant to the student's individual situation.

A student placed on the academic ineligibility list as a result of his/her performance during the fourth quarter will be able to maintain an employment certificate for the first five weeks of the next school year, and, if the student demonstrates satisfactory performance during that five-week period, the certificate shall remain valid for the rest of the first marking period.

Education Law Sections 3215 et seq.
Labor Law Sections 130-144
8 New York Code of Rules and Regulations
(NYRCC) Sections 190-191

Adopted: 8/05/03

POLICY

2003

7470

Students

SUBJECT: CONSTITUTIONALLY PROTECTED PRAYER IN THE PUBLIC SCHOOLS

In accordance with the most recent Guidance Document issued by the U.S. Department of Education implementing the requirements of the No Child Left Behind Act of 2001, the Board of Education affirms the responsibilities of the School District, consistent with applicable statutory/case law pertaining to the First Amendment of the United States Constitution, to allow students and staff to engage in constitutionally protected prayer within the District schools.

Accordingly, no Board of Education policy shall prevent, or otherwise deny participation in, constitutionally protected prayer in District schools, consistent with the Guidance Document and applicable law as enumerated above.

The Board rescinds any other policy that may be inconsistent with the mandates of this policy, which shall supersede any and all Board policies to the contrary.

Section 9524 of the Elementary and Secondary
Education Act of 1965, as amended by the No Child
Left Behind Act of 2001
United States Constitution, First Amendment
Equal Access Act,
20 United States Code (USC) Sections 4071-4074

NOTE: Refer also to Policy #8360 -- Religious Expression in the Instructional Program

Adopted: 8/05/03

SUBJECT: WELLNESS POLICY**(1) Philosophy**

The Windham-Ashland-Jewett Central School District (WAJCS D) Board of Education (BOE) believes in a Coordinated and Comprehensive approach to staff and student wellness that is sensitive to individual and community needs. To that end, the BOE believes that children of all ages who are healthy individuals can...

- Learn more effectively
- Are more likely to complete their formal education.

The BOE also believes that healthy staff can...

- More effectively perform their assigned duties
- Model appropriate wellness behaviors for students.

(2) Nutrition

The WAJCS D believes that a malnourished child cannot learn effectively. Academic performance and quality of life issues are affected by the choice and availability of good foods in our schools. Healthy foods support student physical growth, brain development, resistance to disease, emotional stability and the ability to learn.

- a) Nutrition guidelines that require the use of products that are high in fiber, low in added fats, sugar and sodium, and served in appropriate portion sizes consistent with USDA standards shall be established for all foods offered by the WAJCS D Nutrition Services Department or contracted vendors. Menu and product selection shall utilize student, parent, staff and community advisory groups whenever possible.
- b) Nutrition services policies and guidelines for reimbursable meals shall not be more restrictive than federal and state regulations require.

Dining Area:

- a) The WAJCS D shall provide a clean and safe meal environment for students.
- b) The WAJCS D shall provide enough space and serving areas to ensure all students have access to school meals with a minimum wait time.
- c) Drinking fountains shall be made available in all schools.

- d) All students shall be encouraged to participate in the school meals program and the identity of students who eat free and reduced priced meals shall be protected.

Time to Eat:

- a) The WAJCSD shall ensure an adequate time for students to enjoy eating healthy foods while in schools.
- b) The WAJCSD shall schedule lunchtime as near the middle of the school day as possible.

Nutrition Education:

- a) Students in grades K-12 shall receive nutrition education that is interactive and teaches the skills that they need to adopt healthy eating behaviors.
- b) Students shall receive consistent messages about good nutrition throughout schools, classrooms, and cafeterias.
- c) Nutrition shall be integrated into the health education or core curricula (e.g. math, science, language arts).
- d) The WAJCSD shall ensure that staff who provide nutrition education have appropriate training.
- e) Nutrition services shall be available to support classroom activities for all students that include hands-on applications of good nutrition practices to promote health and reduce obesity, per faculty request.

Food or Physical Activity as a Reward or Punishment:

- a) The WAJCSD shall prohibit the use of food as a punishment in schools and will be mindful of times when food is used as a reward in schools.
- b) The WAJCSD shall not permanently deny student participation in recess or other physical activities as a form of discipline or for classroom make-up time.

Consistent School Activities and Environment:

- a) The WAJCSD shall provide opportunities for on-going professional training and development for foodservice staff and teachers in the areas of nutrition and physical education.
- b) The WAJCSD shall encourage parents, teachers, school administrators, students, foodservice professionals, and community members to serve as role models in practicing healthy eating and being physically active, both in school and at home.
- c) The WAJCSD shall encourage and provide opportunities for students, teachers and community volunteers to practice healthy eating and serve as role models in school dining areas.
- d) The WAJCSD shall encourage all students to participate in the school meals program, i.e. the National School Lunch and School Breakfast programs.

All Foods and Beverages Available on School Campuses During the School Day:

Students' lifelong eating habits are greatly influenced by the types of foods and beverages available in their daily environment. In addition to ensuring that reimbursable school meals meet program requirements and nutrition standards, WAJCS D believes it must also establish standard guidelines to address all foods and beverages sold or served to students on the school campus, including those available outside of the school meal programs.

- a) WAJCS D shall make decisions on these guidelines based on nutrition goals, not on profit making.
- b) WAJCS D encourages participation in a "farm to school" program and sees value in buying local and buying fresh products whenever possible.
- c) A la carte offerings to students shall be nutritious and meet federal recommended guidelines and shall be selected with input from students, parents and staff.
- d) Foods and beverages sold as part of school-sponsored fundraising activities shall include nutritious food choices.
- e) Refreshments served at celebrations and meetings during the school day shall include nutritious food choices.
- f) Foods and beverages sold in concession stands on school campuses shall include nutritious food choices.

Vending Machines:

- a) All snack and beverage vending and/or sales shall provide options high in fiber, and low in sugar, fat and sodium
- b) Foods and beverages sold through school vending machines that meet acceptable nutritional standards shall consist of the following, with all others prohibited:
 - Plain, bottled water and approved, flavored waters.
 - Milk, as that term is defined in C.R.S. 25-5.5-101 and shall include but not necessarily be limited to chocolate milk, soy beverage, rice beverage and other similar dairy or nondairy beverage.
 - One hundred percent fruit juices or fruit-based drinks composed of no less than fifty percent juice, without additional sweeteners.
 - No more than 15% of other beverages may contain less than fifty percent juice and additional sweeteners.
 - An electrolyte replacement beverage that contains forty-two grams or fewer of additional sweetener per twenty-ounce serving.
 - Nuts, seeds, dairy products, fresh fruits or vegetables, dried fruits or vegetables, and packaged fruits in their own juice.

- No more than 15% of any other food items may contain more than thirty-five percent of total calories from fat and not more than ten percent of those calories from saturated fat; and not more than thirty-five percent of its total weight in sugar.

(3) Health Education.

Healthy living skills shall be taught as part of the regular instructional program. The K-12 Health Education program, within a Coordinated School health Framework, shall provide the opportunity for all students to understand and practice concepts and skills related to health promotion and disease prevention.

- a) The WAJCSD shall provide for an interdisciplinary, sequential, standards-based, skills-driven, student-centered health education program based upon New York State Standards.
- b) In accordance with NYS Standards, students in the WAJCSD shall receive instruction and practice based on the three Standards: Personal Health and Fitness; A safe and Healthy Environment; and Resource Management.
- c) In accordance with NYS Standards, students shall receive instruction and practice to acquire and develop skills in self management, relationship management, communication, stress management, goal setting, decision making, and advocacy that enhance personal, family and community health.
- d) In accordance with NYS Standards, students shall receive age-appropriate Functional Knowledge that includes, but is not limited to, the following: Physical Activity and Nutrition; Tobacco, Alcohol, and other Drugs; HIV/AIDS; Family Life/Sexual Health; Intentional Injury; Violence Prevention; Disease Prevention; first aid and other required health areas.
- e) In accordance with NYS regulations, the instruction of Health Education shall be provided as follows: Grades K-5 by regular classroom teachers; a certified health educator shall provide a ½ yr. course of study during junior high school (grades 7-8); a certified health educator shall provide a ½ yr. course of study in senior high school (grades 9-12).
- f) Students shall have the opportunity to practice behaviors that enhance health and/or reduce health risks during the school day and as part of before or after school programs.

(4) Physical Education and Activity.

The WAJCSD believes that Physical Education (PE) and physical activity shall be an essential element of the school's instructional program. The primary goals for schools' physical activity components are: to provide opportunities for every student to develop the knowledge, skills and attitudes necessary for specific physical activities, to maintain students' physical fitness, to ensure students' regular participation in physical activity, and to teach students the short- and long-term benefits of a physically active and healthful lifestyle.

The Physical Education Program:

- a) The PE program shall be designed to stress physical fitness and encourage healthy, active lifestyles.
- b) The PE program shall consist of physical activities of at least moderate intensity and for a duration that is sufficient to provide a significant health benefit to students, subject to the differing abilities of students.
- c) A certified physical education teacher shall teach physical education.
- d) In accordance with NYS regulations, students in kindergarten through grade five are required to participate in PE for a minimum of thirty minutes, three days a week.
- e) In accordance with NYS regulations, students in grades 6-8 are required to participate in PE for one period every other day throughout the year. In addition to physical education classes, intramural programs (grades 6-8) and modified sports (grades 7-9) shall be offered throughout the year.
- f) In accordance with NYS regulations, students in grades 9-12 are required to complete 2 full credits for graduation. In addition to physical education classes, intramural programs/opportunities and/or interscholastic sports shall be offered throughout the year.

Physical Activity:

- a) All students shall be given appropriate opportunities for physical activity during the school day through PE classes, daily recess periods for elementary/middle school students, and the integration of physical activity into the academic curriculum, regardless of age, gender or physical disability.
- b) Students shall be given opportunities for physical activity through a range of before-and/or after-school programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs.
- c) WAJCS D will make efforts to keep school or district-owned physical activity facilities open for use by students outside of the regular school hours.
- d) Each school shall encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.
- e) WAJCS D shall provide training to enable school staff to promote enjoyable, lifelong physical activity among students.

(5) Safe & Healthy Environment.

The WAJCS D believes that a safe and healthy environment supports academic success for all students. Safer school communities promote healthier students. Healthier students do better in school and are more likely to make greater contributions to their community.

- a) All WAJCS D school buildings and grounds, structures, buses and equipment shall meet all current health and safety standards; and be kept inviting, lean, safe and in good repair.

- b) All WAJCSD school buildings and offices shall maintain an environment that is free of tobacco, alcohol, and prohibited substances.
- c) Safety procedures and appropriate training for students and staff shall always support personal safety, an environment free from harassment, and an environment free of threats or acts of violence.
- d) Each work site, school and classroom shall work to create an environment where students, parents/guardians and staff are respected, valued, and accepted with high expectations for personal behavior and accomplishments.
- e) Green Cleaning Standards: the District will comply with state recommendations to use appropriate "green" products, which are environmentally and child friendly to use in public schools.

(6) Counseling, Psychological & Social Services.

The WAJCSD is committed to developing and providing programs and services to staff, students and their families that promote social and emotional well being to optimize conditions for teaching and learning.

In so doing, each school shall provide a supportive environment that includes the services of guidance counselors, school psychologists and/or social workers. Such an environment shall encourage students, families and staff to request assistance when needed and shall link them to school or community resources.

- a) In accordance with NYS regulations, these programs shall help students who exhibit any attendance, academic, behavioral, or adjustments problems.
- b) Furthermore, these programs shall address, but not be limited to issues such as suicide, depression, anxiety, and violence.

(7) Health Services.

The WAJCSD believes an effective health care delivery system that promotes academic achievement by providing a broad scope of services will improve the mental and physical health of students and staff.

- a) Primary coordination of health services shall be through a well trained, well-qualified, registered school nurse in collaboration with the school physician with the support and direction of the WAJCSD.
- b) The WAJCSD shall collaborate with community health liaisons and resources to promote health and wellness for students, families, staff and community. Critical

health issues will be addressed through Albany and Greene Counties Public Health Departments in collaboration with the WAJCSD.

- c) Coordinated and comprehensive programs of accessible health services shall be provided to students and staff and shall include, but not be limited to: nursing, emergency care for illness or injury, school health and safety, intervening with actual and potential health problems, addressing health concerns and problems, communicable disease prevention and control, health screening, services designed to ensure access for referral to primary health care, community health referrals, immunizations, providing case management services, facilitating positive student responses to normal development, violence prevention, parenting skills, first aid, CPR/AED, and other priority health education topics.
- d) All health services staff will be well-qualified and well-supported health professionals.
- e) The health services program shall actively collaborate with others to build student and family capacity for adaptation, self-management, self-advocacy and learning.

(8) Family, School and Community Partnership.

The WAJCSD believes in fostering solid family, school and community partnerships. Long-term, effective family, school and community partnerships positively impact student wellness.

- a) Community partnerships shall be developed and maintained as a resource for WAJCSD programs, projects, activities and events.
- b) Family, student and community partners shall be included in wellness planning processes within the WAJCSD on an ongoing basis.
- c) The diverse, cultural make-up of the school community shall be valued in planning and implementing wellness activities.
- d) The district shall actively support the engagement of students, families and staff in community health enhancing activities and events within the district and throughout the community to respond more effectively to the health-related needs of students.

(9) Staff Wellness

The WAJCSD believes that a healthy staff can more effectively perform their duties and serve as powerful role models for healthy living. The district shall promote a healthy lifestyle for the staff and provide information about wellness resources and services for the staff. All personnel

involved in the school health program shall possess the necessary qualifications, training, and or experience essential to their duties.

- a) All WAJCS D buildings and offices shall maintain an environment that is free of tobacco, alcohol and prohibited substances.
- b) Each school and district site shall provide an accessible and productive work environment that is as safe as possible and consistent with applicable occupation and health laws, policies and rules.
- c) All personnel involved in the school health program will be provided with the opportunity for ongoing professional development activities that are directly related to their responsibilities. Professional development programs shall: respond to the professional improvement needs of staff and schools; be made available to staff at their place of work to the greatest feasible extent through in-service programs; involve staff unions, professional associations and any other related personnel in planning and implementation.
- d) WAJCS D shall support the development and implementation of staff wellness activities to ensure that all staff has access to opportunities that enhance their health.

(10) Implementation/Evaluation.

The WAJCS D Board of Education adopted this policy June 22, 2006. There shall be an assessment of the Policy and implementation efforts no later than every three years thereafter. The purpose of the assessment is to determine ongoing compliance and effectiveness and to assess feedback about student, parent, teacher, and administration satisfaction with the Policy.

POLICY

2003

7511

Students

SUBJECT: IMMUNIZATION OF STUDENTS

The Board of Education recognizes its responsibility under the Public Health Law to ensure that the children under its charge are immunized against measles, polio, diphtheria, mumps, rubella, *Haemophilus influenzae type b (Hib), and **hepatitis B. Additionally, the varicella (chicken pox) vaccine shall be required for all children born on or after January 1, 1998 who will enter grades kindergarten and above in September 2003; and for all children born on or after January 1, 2000 and enrolled in any school as defined in Public Health Law Section 2164(1). The Board, therefore, requires that a physician's certificate or some other acceptable evidence of immunization be submitted for all children entering and presently attending school.

The Board directs the administration not to permit any child lacking evidence of immunization to remain in school for more than fourteen (14) days, or thirty (30) days for an out-of-state transferee who can show an effort to obtain the necessary evidence or certification. The administration should notify the local health authority of the name and address of the child, as well as to provide the person in parental relation to the child who has been denied admission or attendance a statement of his/her duty regarding immunization and a consent form prescribed by the Commissioner of Health. The school shall cooperate with the local health authorities to provide a time and place for the immunization of children lacking same.

The only exceptions to this policy are as follows:

- a) If a child whose parent, parents, or guardian hold genuine and sincere religious beliefs which are contrary to the practices required, no certificate shall be required as a prerequisite to such child being admitted or received into school or attending school;
- b) If a physician will certify that administering a vaccine to a particular child is detrimental to the child's health, the requirement may be waived by the Board.

A student denied entrance or attendance due to failure of meeting health immunization standards may appeal to the Commissioner of Education.

* Applicable only to Pre-K, Nursery and Day Care.

** Shall apply to children born on or after January 1, 1993, beginning with their enrollment in any public, private or parochial kindergarten, elementary, intermediate or secondary school, and to children born on or after January 1, 1995, beginning with their enrollment in any school, as defined in Public Health Law Section 2164(1)(a). Also, on or after September 1, 2000, all children are to be immunized against hepatitis B prior to enrollment in the seventh (7th) grade in any public, private or parochial intermediate or middle school.

Public Health Law Section 2164
Education Law Section 914

Adopted: 8/05/03

POLICY

2003

7512

Students

SUBJECT: STUDENT PHYSICALS

All students shall have a periodic physical examination as indicated below by the school physician/nurse practitioner at the District's expense and such examination shall be conducted in accordance with all legal requirements. In addition, vision-screening services will be provided to all new admissions within six months of enrollment.

Proof of examination by a private physician, subject to the approval of the school physician/nurse practitioner, shall be accepted in lieu of an examination in school. Private physicians shall indicate this proof using forms provided by the District. Such examinations shall be at the expense of the parent/guardian.

The required physical exams are as follows:

- a) Grades K, one, three, seven, and ten;
- b) Students transferring into the District whose health records show no examination in the previous grade listed in a) above;
- c) All athletes prior to their first sport of the school year, then only those who were injured or ill during their first sport before participating in a second sport during that school year;
- d) All students who need a work permit;
- e) All students referred.

For information addressing Exposure Control Program, Communicable Diseases and AIDS/HIV, refer to Policies #5690, #5691 and #5692 respectively.

Education Law Sections 902, 903, 905 and 912
8 New York Code of Rules and Regulations
(NYCRR) Section 135.4 and Part 136

Adopted: 8/05/03

POLICY

2003

7513
1 of 2

Students

SUBJECT: ADMINISTRATION OF MEDICATION

Under certain circumstances, when it is necessary for a student to take medication during school hours, the school nurse may administer the medication if the parent or guardian submits a written request accompanied by a written request from a licensed prescriber indicating the frequency and dosage of prescribed medication. The parent or guardian must assume responsibility to have the medication delivered directly to the health office in a properly labeled original container.

Procedures for taking medications off school grounds or after school hours while participating in a school-sponsored activity will be in accordance with State Education Department Guidelines.

Emergency Medication

The administration of emergency medication (injectable, including "epi-pens," and/or oral) to a student for extreme hypersensitivity may be performed by any school staff member responding to the emergency. Such a response would fall under the Good Samaritan exemption for rendering emergency care during a life threatening situation.

Use Of Inhalers In Schools

The School District permits students who have been diagnosed by a physician or other duly authorized health care provider as having a severe asthmatic condition to carry and use a prescribed inhaler during the school day. Prior to permitting such use, the school health office must receive the written permission of the prescribing physician or other duly authorized health care provider, and parental consent, based on such physician's or provider's determination that the student is subject to sudden asthmatic attacks severe enough to debilitate that student.

A record of such physician or health care provider/parental permission shall be maintained in the school health office.

Health office personnel will maintain regular parental contact in order to monitor the effectiveness of such self-medication procedures and to clarify parental responsibility as to the daily monitoring of their child to ensure that the medication is being utilized in accordance with the physician's or provider's instructions. Additionally, the student will be required to report to the health office on a periodic basis as determined by health office personnel so as to maintain an ongoing evaluation of the student's management of such self-medication techniques, and to work cooperatively with the parents and the student regarding such self-care management.

(Continued)

POLICY

2003

7513
2 of 2

Students

SUBJECT: ADMINISTRATION OF MEDICATION (Cont'd.)

Students who self-administer medication without proper authorization, under any circumstances, will be referred for counseling by school nursing personnel. Additionally, school administration and parents will be notified of such unauthorized use of medication by the student, and school administration may also be involved in determining the proper resolution of such student behavior.

Education Law Sections 916, 6527(4)(a) and
6908(1)(a)(iv)
Public Health Law Section 3000-a

Adopted: 8/05/03

POLICY

2003

7514

Students

SUBJECT: HEALTH RECORDS

The school shall keep a convenient, accurate, and up-to-date health record of every student. Insofar as the health records include confidential disclosures or findings, they shall be kept confidential. Individual records may be interpreted by the nurse to administrators, teachers, and counselors, consistent with law.

8 New York Code of Rules and Regulations
(NYCRR) Part 136

Adopted: 8/05/03

POLICY

2003

7520

Students

SUBJECT: ACCIDENTS AND MEDICAL EMERGENCIES

Procedures shall be established and maintained by the Superintendent for the handling of student injuries and medical emergencies that occur on school property and during school activities.

Student Emergency Treatment

All staff members of the School District are responsible to obtain first aid care of students who are injured or become ill while under school supervision.

In most instances first aid should be rendered, and then the parent should be contacted to come to school and transport the student to the family physician. Beyond first aid, the medical care of the student is the parent's responsibility. However, the student's welfare is always the primary concern, and it is the responsibility of school personnel to exercise good judgment and care under all circumstances.

The Board of Education encourages all staff members to become qualified to give emergency treatment through instruction in first aid and Cardiopulmonary Resuscitation (CPR).

Transporting an Ill or Injured Student

In the event of an illness or injury to a student, an ambulance may be called if warranted. This solution will be used after other alternatives, including parent/guardian contact, have been made.

Insurance

The Board of Education shall approve provisions for all students to be covered by group insurance.

Such student accident insurance policies are to be a co-insurance with family coverage(s) as primary.

Education Law Sections 1604(7-a, b) and 1709(8-a, b)

Adopted: 8/05/03

SUBJECT: CHILD ABUSE

The Windham-Ashland-Jewett Central School District subscribes to all of the provisions of Title 6 - Child Protective Services of the Social Services Law (Sections 411-428). Our purpose is to provide protective services to abused and maltreated children as described by the law, and to make all school personnel within the District aware of our legal responsibilities under this law.

Regulations shall be developed, maintained and disseminated by administration regarding the:

- a) Mandatory reporting of suspected child abuse/neglect;
- b) Reporting procedures and obligations of persons required to report;
- c) Provisions for taking a child into protective custody;
- d) Mandatory reporting of deaths;
- e) Immunity from liability and penalties for failure to report; and
- f) Obligations for provision of services and procedures necessary to safeguard the life of a child.

Additionally, an ongoing training program for all professional staff shall be established and implemented to enable such staff to carry out their reporting responsibilities.

Social Services Law Sections 411-428
Family Court Act Section 1012
Education Law Section 3209-a

Child Abuse in an Educational Setting

The School District is committed to the protection of students in educational settings from abuse and maltreatment by employees or volunteers as enumerated in law.

"Child abuse" shall mean any of the following acts committed in an educational setting by an employee or volunteer against a child:

- a) Intentionally or recklessly inflicting physical injury, serious physical injury or death; or
- b) Intentionally or recklessly engaging in conduct which creates a substantial risk of such physical injury, serious physical injury or death; or

(Continued)

SUBJECT: CHILD ABUSE (Cont'd.)

- c) Any child sexual abuse, defined as conduct prohibited by Article 130 or 263 of the Penal Law; or
- d) The commission or attempted commission against a child of the crime of disseminating indecent materials to minors pursuant to Article 235 of the Penal Law.

"Educational setting" shall mean the building(s) and grounds of the School District; the vehicles provided by the School District for the transportation of students to and from school buildings, field trips, co-curricular and extracurricular activities both on and off School District grounds; all co-curricular and extracurricular activity sites; and any other location where direct contact between an employee or volunteer and a child has allegedly occurred.

In any case where an oral or written allegation is made to a teacher, school nurse, school guidance counselor, school psychologist, school social worker, school administrator, School Board member, or other school personnel required to hold a teaching or administrative license or certificate, that a child (defined in the law as a person under the age of twenty-one (21) years enrolled in a school district in this state) has been subjected to child abuse by an employee or volunteer in an educational setting, that person shall upon receipt of such allegation:

- a) Promptly complete a written report of such allegation including the full name of the child alleged to be abused; the name of the child's parent; the identity of the person making the allegation and their relationship to the alleged child victim; the name of the employee or volunteer against whom the allegation was made; and a listing of the specific allegations of child abuse in an educational setting. Such written report shall be completed on a form as prescribed by the Commissioner of Education.
- b) Except where the school administrator is the person receiving such an oral or written allegation, the employee completing the written report must promptly *personally deliver* a copy of that written report to the school administrator of the school in which the child abuse allegedly occurred (subject to the following paragraph).

In any case where it is alleged the child was abused by an employee or volunteer of a school other than a school within the school district of the child's attendance, the report of such allegations shall be promptly forwarded to the Superintendent of Schools of the school district of the child's attendance and the school district where the abuse allegedly occurred.

Any employee or volunteer who reasonably and in good faith makes a report of allegations of child abuse in an educational setting in accordance with the reporting requirements of the law shall have immunity from civil liability which might otherwise result by reason of such actions.

(Continued)

SUBJECT: CHILD ABUSE (Cont'd.)

Upon receipt of a written report alleging child abuse in an educational setting, the school administrator or Superintendent must then determine whether there is "reasonable suspicion" to believe that such an act of child abuse has occurred. Where there has been a determination as to the existence of such reasonable suspicion, the school administrator or Superintendent must follow the notification/reporting procedures mandated in law and further enumerated in administrative regulations including parental notification. When the school administrator receives a written report, he/she shall promptly provide a copy of such report to the Superintendent.

Where the school administrator or Superintendent has forwarded a written report of child abuse in an educational setting to law enforcement authorities, the Superintendent shall also refer such report to the Commissioner of Education where the employee or volunteer alleged to have committed such an act of child abuse holds a certification or license issued by the State Education Department.

Any school administrator or Superintendent who reasonably and in good faith makes a report of allegations of child abuse in an educational setting, or reasonably and in good faith transmits such a report to a person or agency as required by law, shall have immunity from civil liability which might otherwise result by reason of such actions.

Reports and other written material submitted pursuant to law with regard to allegations of child abuse in an educational setting, and photographs taken concerning such reports that are in the possession of any person legally authorized to receive such information, *shall be confidential and shall not be redisclosed except* to law enforcement authorities involved in an investigation of child abuse in an educational setting or as expressly authorized by law or pursuant to a court-ordered subpoena. School administrators and the Superintendent shall exercise reasonable care in preventing such unauthorized disclosure.

Additionally, teachers and all other school officials shall be provided an annual written explanation concerning the reporting of child abuse in an educational setting, including the immunity provisions as enumerated in law. Further, the Commissioner of Education shall furnish the District with required information, including rules and regulations for training necessary to implement District/staff responsibilities under the law.

Prohibition of "Silent" (Unreported) Resignations

The Superintendent and other school administrators are prohibited from withholding from law enforcement authorities, the Superintendent or the Commissioner of Education, where appropriate, information concerning allegations of child abuse in an educational setting against an employee or volunteer in exchange for that individual's resignation or voluntary suspension from his/her position.

(Continued)

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Students

SUBJECT: CHILD ABUSE (Cont'd.)

Superintendents (or a designated administrator) who reasonably and in good faith report to law enforcement officials information regarding allegations of child abuse or a resignation as required pursuant to the law shall have immunity from any liability, civil or criminal, which might otherwise result by reason of such actions.

Education Law Sections 1128-33 and 3028-b
Penal Law Article 130, 235 and 263
8 New York Code of Rules and Regulations
(NYCRR) Part 83

Adopted: 8/05/03

POLICY

2003

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Students

SUBJECT: STUDENT PSYCHOLOGICAL SERVICES

The Board of Education recognizes the need to provide psychological services to those students in need of such service. The district shall employ a certified school psychologist to perform such services.

The Board also recognizes the need to provide psychological testing for certain students. In order to administer such tests, written referral by the psychologist and written permission must be obtained from parents/guardians for students who are under the age of eighteen.

Parents/Guardians will be notified of the provision of services, unless such notification would be detrimental to the health and safety of the student as determined by the Superintendent or his/her official designee in consultation with the counselor and the student. Notification shall include the frequency and expected duration of counseling.

Education Law Section 3602(32)
8 New York Code of Rules and Regulations
(NYCRR) Section 100.1.2

Adopted: 8/05/03

POLICY

2003

7541

Students

SUBJECT: SUICIDE

The suicide of a student has an extremely disturbing effect on the school and the local community. Unfortunately, there has been a significant increase in the number of adolescents who choose suicide as a way to resolve their problems. It is the intent of this District to alert school personnel to the implications of suicide by a student, to help the school and the community cope with the aftermath of such a tragic event should it occur, to recommend ways of identifying children and adolescents at risk of attempting suicide and to suggest ways to prevent such occurrences.

Suicide prevention will be incorporated into the curriculum to make students aware of this growing problem. This will be done in a manner so as not to glamorize the situation but to educate students in regard to this policy.

The administration is responsible for informing staff of regulations and procedures of suicide prevention, intervention, and post-intervention that have been developed by the administration.

Adopted: 8/05/03

POLICY

SUBJECT: DIGNITY FOR ALL STUDENTS ACT

The Board of Education recognizes that learning environments that are safe and supportive can increase student attendance and improve academic achievement. A student's ability to learn and achieve high academic standards, and a school's ability to educate students, is compromised by incidents of discrimination or harassment, including but not limited to bullying, taunting and intimidation. Therefore, in accordance with the Dignity for All Students Act, Education Law, Article 2, the District will strive to create an environment free of discrimination and harassment and will foster civility in the schools to prevent and prohibit conduct which is inconsistent with the District's educational mission.

The District condemns and prohibits all forms of discrimination and harassment of students based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, by school employees or students on school property and at school-sponsored activities and events that take place at locations off school property. In addition, any act of discrimination or harassment, outside of school sponsored events, which can reasonably be expected to materially and substantially disrupt the education process may be subject to discipline.

Dignity Act Coordinator

At least one (1) employee at every school shall be designated as the Dignity Act Coordinator(s). The Dignity Act Coordinator(s) will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression) and sex. The Board of Education shall appoint the Dignity Act Coordinator(s) and share the name(s) and contact information with all school personnel, students, and parents/persons in parental relation.

If a Dignity Act Coordinator vacates his/her position, another school employee shall immediately be designated for an interim appointment as Coordinator, pending approval from the Board of Education, within thirty (30) days of the date the position was vacated. In the event a Coordinator is unable to perform the duties of the position for an extended period of time, another school employee shall immediately be designated for an interim appointment as Coordinator, pending return of the previous Coordinator to the position.

Training

Training will be provided each school year for all District employees in conjunction with existing professional development training to raise staff awareness and sensitivity of harassment and discrimination directed at students that are committed by students or school employees on school property or at a school function. Training will include ways to promote a supportive school environment that is free from discrimination and harassment, emphasize positive relationships, and demonstrate prevention and intervention techniques to assist employees in recognizing and responding to harassment and discrimination, as well as ensuring the safety of the victims.

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Students

NOTES: Refer also to Policies: #1330 -- Appointments and Designations by the Board of Education

#3410 -- Code of Conduct on School Property

#3420 -- Non-Discrimination and Anti-Harassment in the School District

#8242 -- Civility, Citizenship and Character Education/ Interpersonal Violence Prevention Education

SUBJECT: COMPLAINTS AND GRIEVANCES BY STUDENTS

While students have the responsibility to abide by the policies and regulations of the District, they shall also be afforded opportunity to present complaints and grievances free from interference, coercion, restraint, discrimination or reprisal. Administration shall be responsible for:

- a) Establishing rules and regulations for the redress of complaints or grievances through proper administration channels;
- b) Developing an appeals process;
- c) Ensuring that students have full understanding and access to these regulations and procedure; and
- d) Providing prompt consideration and determination of student complaints and grievances.

Complaints and Grievances Coordinator

In addition, students and parents/guardians will receive annual notification of the District's established grievance procedures for resolving complaints of discrimination based on sex, sexual orientation, or disability. This notice shall include the name, address and telephone number of the Title IX/Section 504/ADA Coordinator.

The Title IX/Section 504/ADA Coordinator shall also be responsible for handling complaints and grievances regarding discrimination based on race, color, creed, religion, national origin, political affiliation, age, military status or marital status.

Title VII of the Civil Rights Act of 1964,
42 United States Code (USC) Section 2000-e et seq.
Prohibits discrimination on the basis of race, color,
religion, sex or national origin.

Title VI of the Civil Rights Act of 1964,
42 United States Code (USC) Section 2000-d et seq.
Prohibits discrimination on the basis of race, color or
national origin.

(Continued)

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Students

SUBJECT: COMPLAINTS AND GRIEVANCES BY STUDENTS (Cont'd.)

Section 504 of the Rehabilitation Act of 1973,
29 United States Code (USC) Section 794 et seq.

The Americans With Disabilities Act,
42 United States Code (USC) Section 12101 et seq.
Prohibits discrimination on the basis of disability.

Title IX of the Education Amendments of 1972,
20 United States Code (USC) Section 1681 et seq.
Prohibits discrimination on the basis of sex.

New York State Civil Rights Law Section 40-c
Prohibits discrimination on the basis of race, creed,
color, national origin, sex, marital status, sexual
orientation or disability.

New York State Executive Law Section 290 et seq.
Prohibits discrimination on the basis of age, race, creed,
color, national origin, sex, sexual orientation, disability,
military status or marital status.

Age Discrimination in Employment Act,
29 United States Code Section 621

NOTE: Refer also to Policy #3420 -- Anti-Harassment in the School District

Adopted: 8/05/03

SUBJECT: SEXUAL HARASSMENT OF STUDENTS

The Board of Education affirms its commitment to non-discrimination and recognizes its responsibility to provide for all District students an environment that is free of sexual harassment and intimidation. Sexual harassment is a violation of law and stands in direct opposition to District policy. Therefore, the Board prohibits and condemns all forms of sexual harassment by employees, school volunteers, students, and non-employees such as contractors and vendors which occur on school grounds and at all school-sponsored events, programs and activities including those that take place at locations off school premises. Generally, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct or communication of a sexual nature when:

- a) Submission to or rejection of such sexually harassing conduct and/or communication by a student affects decisions regarding any aspect of the student's education, including participation in school-sponsored activities;
- b) Conditions exist within the school environment that allow or foster obscene pictures, lewd jokes, sexual advances, requests for sexual favors or other harassing activities of a sexual nature; and
- c) Such conduct and/or communication has the purpose or effect of substantially or unreasonably interfering with a student's academic performance or participation in an educational or extracurricular activity, or creating an intimidating, hostile or offensive learning environment; and/or effectively bars the student's access to an educational opportunity or benefit.

The Board acknowledges that in determining whether sexual harassment has occurred the totality of the circumstances, expectations, and relationships should be evaluated including, but not limited to, the ages of the harasser and the victim; the number of individuals involved; and the type, frequency and duration of the conduct. The Board recognizes that sexual harassment can originate from a person of either sex against a person of the opposite or same sex, and from a third party such as a school visitor, volunteer, or vendor, or any other individual associated with the School District. Sexual harassment may occur from student-to-student, from staff-to-student, from student-to-staff, as well as staff-to-staff.

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POLICY

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Students

SUBJECT: SEXUAL HARASSMENT OF STUDENTS (Cont'd.)

In order for the Board to enforce this policy, and to take corrective measures as may be necessary, it is essential that any student who believes he/she has been a victim of sexual harassment in the school environment, as well as any other person who is aware of and/or who has knowledge of or witnesses any possible occurrence of sexual harassment, immediately report such alleged harassment; such report shall be directed to or forwarded to the District's designated complaint officer(s) through informal and/or formal complaint procedures as developed by the District. Such complaints are recommended to be in writing, although verbal complaints of alleged sexual harassment will also be promptly investigated in accordance with the terms of this policy. In the event that the complaint officer is the alleged offender, the report will be directed to the next level of supervisory authority.

Upon receipt of an informal/formal complaint, the District will conduct a thorough investigation of the charges. To the extent possible, within legal constraints, all complaints will be treated as confidentially and privately as possible. However, disclosure may be necessary to complete a thorough investigation of the charges, and any disclosure will be provided on a "need to know" basis.

Based upon the results of the investigation, if the District determines that an employee and/or student has violated the terms of this policy and/or accompanying regulations, immediate corrective action will be taken as warranted. Should the offending individual be a student, appropriate disciplinary measures will be applied, up to and including suspension, in accordance with District policy and regulation, the Code of Conduct, and applicable laws and/or regulations. Should the offending individual be a school employee, appropriate disciplinary measures will be applied, up to and including termination of the offender's employment, in accordance with legal guidelines, District policy and regulation, the Code of Conduct and the applicable collective bargaining agreement(s). Third parties (such as school volunteers, vendors, etc.) who are found to have violated this policy and/or accompanying regulations will be subject to appropriate sanctions as warranted and in compliance with law.

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of sexual harassment. Follow-up inquiries shall be made to ensure that harassment has not resumed and that all those involved in the investigation of the sexual harassment complaint have not suffered retaliation.

Regulations will be developed for reporting, investigating and remedying allegations of sexual harassment. An appeal procedure will also be provided to address any unresolved complaints and/or unsatisfactory prior determinations by the applicable complaint officer(s).

Such regulations will be developed in accordance with federal and state law as well as any applicable collective bargaining agreement(s).

(Continued)

POLICY

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Students

SUBJECT: SEXUAL HARASSMENT OF STUDENTS (Cont'd.)

The Superintendent/designee(s) will affirmatively discuss the topic of sexual harassment with all employees and students, express the District's condemnation of such conduct, and explain the sanctions for such harassment. Appropriate training and/or "awareness" programs will be established for staff and students to help ensure knowledge of and familiarity with the issues pertaining to sexual harassment in the schools, and to disseminate preventative measures to help reduce such incidents of prohibited conduct. Furthermore, special training will be provided for designated supervisors and managerial employees, as may be necessary, for training in the investigation of sexual harassment complaints.

A copy of this policy and its accompanying regulations will be available upon request and may be posted at various locations in the school building. The District's policy and regulations on sexual harassment will be published in appropriate school publications such as teacher/employee handbooks, student handbooks, and/or school calendars.

Title IX of the Education Amendments of 1972,
20 United States Code (USC) Section 1681 et seq.

34 Code of Federal Regulations (CFR)
Section 100 et seq.

Title VII of the Civil Rights Act of 1964,
42 United States Code (USC) Section 2000-e et seq.

The Civil Rights Act of 1991
42 United States Code (USC) Section 1981(a)

29 Code of Federal Regulations (CFR)
Section 1604.11(a)

Executive Law Sections 296 and 297

Adopted: 8/05/03

POLICY

2003

7560

Students

SUBJECT: NOTIFICATION OF SEX OFFENDERS

The Board of Education acknowledges the efforts of local law enforcement to inform the district when a person with a history of sex offenses against a child is being paroled or has moved into the community. The purpose is to notify schools and other vulnerable entities of the possible danger within their community. As part of its duty to protect students under its care, the district shall cooperate with the police and other law enforcement agencies in this endeavor.

The Board directs the Superintendent of Schools to ensure the dissemination of any identifying information provided by the local law enforcement agency to pertinent staff including the Assistant Superintendent, staff who issue visitors' passes, bus drivers, custodians, playground monitors, security personnel, and coaches. All other staff members are to be informed of the availability of the information. Staff members shall check with their supervisor if they observe any suspicious person(s) in an area where children congregate, and shall be directed to contact local enforcement agencies if a sex offender is so observed.

The Board shall notify parents of students and other members of the community about such releases and remind them of the security measures and personal safety instruction provided at school.

Staff members shall inform their immediate supervisor if they observe within the school building, on school grounds, at school activities, or at or near bus routes any individual whose description matches the information which was provided to the District by local law enforcement authorities. Such law enforcement officials will be notified of this information by the District as appropriate.

Information that is disseminated to the School District pursuant to Megan's Law may be disclosed or not disclosed by the District in its discretion. Any information which the School District receives regarding a sex offender from a source other than the Sex Offender Registry, and which is maintained independent of the requirements of Megan's Law, will be available from the District, upon written request, in accordance with the requirements of the Freedom of Information Law.

Implementation

Administrative regulations shall be developed to implement this policy.

Correction Law Article 6-C
Public Officers Law Section 84 et seq.

Adopted: 8/05/03

POLICY

2003

7570

Students

SUBJECT: SUPERVISION OF STUDENTS

Students working on any activity must be supervised by the teacher or staff member in charge of the activity. This applies to all in school and extracurricular activities as well as sports activities and events. Permission to hold practices or meetings must not be granted unless a teacher or staff member is definitely in charge.

- a) District personnel will be fully responsible for the supervision of all students in either their class or their after school activities.
- b) Coaches will maintain supervision over the dressing rooms by personally being present during the dressing periods. Coaches are responsible for the supervision of their athletes at the end of practice. This may entail bus duty, or making sure students have transportation home.
- c) Teachers and/or assigned school personnel in the elementary grades will be responsible for the playground supervision of all the children under their jurisdiction during the recess periods and before the regular afternoon sessions. The Assistant Superintendent will distribute the responsibility so that the playground situation will be properly controlled.
- d) Students are not to be sent on any type of errand away from the building without the consent of the Assistant Superintendent.

NOTE: Refer also to Policy #5730 -- Transportation of Students: Transportation to School Sponsored Events

Adopted: 8/05/03

POLICY

2003

7610

Students

SUBJECT: SPECIAL EDUCATION: DISTRICT PLAN

A District plan shall be developed and updated every two (2) years describing the Special Education program in the Windham-Ashland-Jewett Central School District. The District plan shall include the following:

- a) A description of the nature and scope of special education programs and services currently available to students residing in the District, including but not limited to descriptions of the District's resource room programs and each special class program provided by the District in terms of group size and composition.
- b) Identification of the number and age span of students (school age and preschool) to be served by type of disability and recommended setting.
- c) The method to be used to evaluate the extent to which the objectives of the program have been achieved.
- d) A description of the policies and practices of the Board of Education to ensure the allocation of appropriate space within the District for special education programs that meet the needs of students and preschool children with disabilities.
- e) A description of the policies and practices of the Board of Education to ensure that appropriate space will be continually available to meet the needs of resident students and preschool students with disabilities who attend special education programs provided by Boards of Cooperative Educational Services.
- f) A description of how the District intends to ensure that all instructional materials to be used in the schools of the District will be made available in a usable alternative format for each student with a disability at the same time as such instructional materials are available to non-disabled students.
- g) The estimated budget to support such plan.
- h) The date on which such plan was adopted by the Board of Education.
- i) A description of how the District plan is consistent with the special education space requirements plan for the region as developed by the Board of Cooperative Educational Services.

The District plan, with personally identifiable student information deleted, shall be filed and available for public inspection and review by the Commissioner.

8 New York Code of Rules and Regulations
(NYCRR) Part 155 and Section 200.2(c)

Adopted: 8/05/03

POLICY

2003

7611

Students

SUBJECT: CHILDREN WITH DISABILITIES

The Board of Education recognizes the existence of individual differences in the intellectual, social, emotional and physical development of children attending school in the District. In recognizing these differences the Board supports a system of services offered in the least restrictive environment for children with disabilities which includes:

- a) Education in regular classes with or without support services, education in a resource room, education for part of the day in a special class, full time education in a special class, home instruction and education in a residential setting.
- b) Providing for the education of students with disabilities with non-disabled peers to the extent appropriate.
- c) Consideration of the location of a school program(s) to a student's residence, before placement into an educational program.
- d) Adoption of written policies and procedures ensuring that students with disabilities are provided appropriate opportunities to earn a high school diploma in accordance with Commissioner's Regulations.
- e) Allocation of appropriate space within the District for special education programs that meet the needs of students with disabilities.
- f) Assurance that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by BOCES.

20 United States Code (USC) Sections 1400-1485,
Individuals with Disabilities Education Act (IDEA)
State Law - Education Law Sections 4401-4407
8 New York Code of Rules and Regulations
(NYCRR) Sections 100.5, 100.9, 200.2(b)(3),
200.2(c)(2)(v), and 200.6(a)(1)

NOTE: Refer also to Policy #7615 -- Least Restrictive Environment

Adopted: 8/05/03

POLICY

2003

7612

Students

SUBJECT: GROUPING BY SIMILARITY OF NEEDS

The Board of Education will provide appropriate special education and related services to students with disabilities. For those students for whom an appropriate education requires that they be placed together for purposes of special education, the following guidelines shall apply:

- a) That each student with a disability shall be identified, evaluated and placed as determined by the Committee on Special Education (CSE).
- b) The Committee shall determine written goals and corresponding short-term instructional objectives for each student with a disability by considering the special and individual needs of each student with a disability.
- c) The Committee shall recommend to the Board of Education appropriate educational programs and services for each student with a disability based upon the CSE evaluation.
- d) The CSE shall provide information to those teachers and professionals who arrange instructional groups for students with disabilities. Information shall include physical, psychological and social information as well as achievement test results.
- e) The curriculum and instruction provided to students with disabilities who are grouped by similarity of needs shall be consistent with the individual needs of each student in the group.
- f) Students with disabilities may be grouped according to:
 - (1) Academic or educational achievement and learning characteristics;
 - (2) Social needs;
 - (3) Physical development; and
 - (4) Management needs.
- g) When grouping students by similarity of needs, the social needs or physical development of a student shall not be the sole determinant for placement of a student in a special education program.
- h) The management needs of such students may vary, provided that environmental modifications, adaptations, or human or material resources required to meet the needs of any one student in the group are provided and do not consistently detract from the opportunities of other students in the group to benefit from instruction.

8 New York Code of Rules and Regulations
(NYCRR) Sections 200.2(b)(3), 200.6(a)(3)

Adopted: 8/05/03

SUBJECT: THE ROLE OF THE BOARD OF EDUCATION IN IMPLEMENTING A STUDENT'S INDIVIDUALIZED EDUCATION PROGRAM

Committee on Special Education

The Board of Education shall, upon completion of its review of the student's Individualized Education Program (IEP), arrange for the appropriate special education programs and services to be provided to a student with a disability as recommended by the Committee on Special Education (CSE). The Board shall notify the parent/guardian of its action in accordance with federal and state law and regulations.

For a student not previously identified as having a disability, the CSE shall provide a recommendation to the Board which shall arrange for the appropriate special education programs and services to be provided within sixty (60) school days of the date of receipt of consent to evaluate. For a student with a disability referred for review, a recommendation shall be provided to the Board which shall arrange for the appropriate special education programs and services to be provided within sixty (60) school days of the referral for review. However, if such recommendation of the CSE is for placement in an approved in-state or out-of-state private school, the Board shall arrange for such special education programs and services for students with disabilities within thirty (30) days of the Board's receipt of the recommendation of the CSE.

If on review of the recommendation of the CSE, the Board of Education disagrees with such recommendation, the Board shall follow one of the following procedures:

- a) The Board may remand the recommendation to the CSE with a statement of the Board's objections or concerns and a request that a timely meeting be held to review and consider such objections or concerns. The CSE shall consider the Board's objections or concerns, revise the IEP where appropriate, and resubmit a recommendation to the Board. If the Board continues to disagree with the recommendation of the CSE, the Board may continue to remand the recommendation to the original committee for additional reviews of its objections or concerns, or establish a second CSE to develop a new recommendation in accordance with the following paragraph, provided that the Board arranges for the programs and services in accordance with the student's IEP within the timelines as outlined above; or, in the alternative,

(Continued)

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Students

SUBJECT: THE ROLE OF THE BOARD OF EDUCATION IN IMPLEMENTING A STUDENT'S INDIVIDUALIZED EDUCATION PROGRAM (Cont'd.)

- b) The Board may establish a second CSE to develop a new recommendation for the student. If the Board disagrees with such new recommendation, the Board may remand the recommendation to the second CSE with a statement of the Board's objections or concerns and a request that a timely meeting be held to review and consider such objections or concerns. The second CSE shall consider the Board's objections or concerns, revise the IEP where appropriate, and resubmit a recommendation to the Board. If the Board continues to disagree with the recommendation of the second CSE, the Board may continue to remand the recommendation for additional reviews of its objections or concerns by the second CSE, provided that the Board arranges for the programs and services in accordance with the student's IEP, as developed by the second CSE, within the timelines as outlined above.

Pursuant to Commissioner's Regulations, the Board may not select the recommendation of the original CSE once it has established a second CSE.

The Board shall provide the student's parents/guardians with a copy of the statement of its objections or concerns and notice of due process rights in accordance with Section 200.5 of the Regulations of the Commissioner.

Committee on Preschool Special Education

Upon receipt of the recommendation of the Committee on Preschool Special Education (CPSE), the Board of Education shall arrange for the preschool student with a disability to receive such appropriate programs and services in accordance with the student's IEP, commencing with the July, September or January starting date for the approved program, unless such services are recommended by the CPSE less than thirty (30) school days prior to, or after, the appropriate starting date selected for the preschool student with a disability; in that case, such services shall be provided no later than thirty (30) days from the recommendation of the CPSE.

If the Board disagrees with the recommendation of the CPSE, the Board shall send the recommendation back to the CPSE with notice of the need to schedule a timely meeting to review the Board's concerns and to revise the IEP as deemed appropriate. The Board of Education shall provide such notice as required by federal and state law and regulations.

Education Law Sections 4402 and 4410
8 New York Code of Rules and Regulations
(NYCRR) Sections 200.2(d)(1), 200.4(c), 200.4(d),
200.5 and 200.16(e)

Adopted: 8/05/03

POLICY

2003

7614

Students

SUBJECT: PRESCHOOL SPECIAL EDUCATION PROGRAM

The Board recognizes the need for educational programs for three (3) and four (4) year old children with disabilities and directs that administrative practices and procedures be developed to:

- a) Ensure the provision of special education services and programs for each preschool child with a disability residing in the District.
- b) Establish a Committee on Preschool Special Education (CPSE) which shall be comprised in accordance with applicable federal and state law and regulation.
- c) Ensure that parents have received and understand the request for consent for evaluation of a preschool aged child.

Education Law Section 4410
20 United States Code (USC) Sections 1400-1485,
Individuals With Disabilities Education Act (IDEA)
8 New York Code of Rules and Regulations
(NYCRR) Section 200.2(b)(5)

NOTE: Refer also to Policy #7632 -- Appointment and Training of Committee on Preschool Special Education (CPSE) Members

Adopted: 8/05/03

POLICY

2003

7615

Students

SUBJECT: LEAST RESTRICTIVE ENVIRONMENT

Least restrictive environment means that placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that even with use of supplementary aids and services, education in regular classes cannot be satisfactorily achieved. The placement of an individual student with a disability in the least restrictive environment shall:

- a) Provide the special education and related services, as well as supplementary aids and services, needed by the student;
- b) Provide for education of the student to the maximum extent appropriate to the needs of the student with other students who do not have disabilities; and
- c) Be as close as possible to the student's home.

The District has an obligation, pursuant to law and regulation, to educate students with disabilities in the least restrictive environment. The School District shall ensure that:

- a) Each student with a disability shall be educated with nondisabled students to the maximum extent appropriate;
- b) Each student with a disability shall be removed from the regular educational environment only when the nature or severity of the student's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily; and
- c) To the maximum extent appropriate to the student's needs, each student with a disability shall participate with nondisabled students in nonacademic and extracurricular services and activities.

The District shall ensure that a continuum of alternative placements, in accordance with law and/or regulation, will be available to meet the needs of students with disabilities for special education and related services. To enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate, specially designed instruction and supplementary services may be provided in the regular class. Such services may include, but are not limited to, consultant teacher services and other group or individual supplemental or direct special education instruction.

20 United States Code (USC) Sections 1400-1485,
Individuals with Disabilities Education Act (IDEA)
34 Code of Federal Regulations (CFR) Part 300
State Law - Education Law Sections 4401-4410-a
8 New York Code of Rules and Regulations
(NYCRR) Sections 100.5, 100.9, 200.1(cc), 200.2(b),
200.4, and 200.6

Adopted: 8/05/03

POLICY

2003

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Students

**SUBJECT: PREREFERRAL INTERVENTION STRATEGIES IN GENERAL EDUCATION
(PRIOR TO A REFERRAL FOR SPECIAL EDUCATION)**

The School District shall establish a plan for implementing schoolwide approaches and prereferral interventions in order to remediate a student's performance *prior to referral* for special education.

The provision of programs and/or services for students starts with consideration/implementation of instruction in the general education curriculum, with appropriate supports and/or modifications as may be necessary. In implementing prereferral intervention strategies, the District may utilize resources/strategies already in place for qualified students including, but not limited to, services available through Section 504 of the Rehabilitation Act of 1973, and Educationally Related Support Services and Academic Intervention Services as defined in Education Law and/or Commissioner's Regulations. All of these programs may be considered as possible components of Prereferral/Intervention Instructional Support Plans. The District will ensure that they have a system in place, with appropriate personnel, for developing, implementing and evaluating prereferral intervention strategies.

The District will provide general education support services, instructional modifications, alternative instructional approaches, or alternative program options to address a student's performance prior to a referral to a Committee on Special Education (CSE). Formal Instructional Support Services Teams (ISST) or other school-based teams (e.g., Direct Student Support Teams or Child Study Teams), will be formed in accordance with law and/or regulations as may be applicable as well as District guidelines. The ISST will include representatives from general and special education as well as other disciplines and include individuals with classroom experience. Parents/persons in parental relation to students will be involved in developing prereferral strategies to address the educational needs of their child. Additionally, the District will seek collaboration between outside agencies and the school prior to a referral of the student to the CSE in order to address necessary student support services.

Administration shall ensure that appropriate opportunities exist for collaboration between general educators and special educators, and that consultation and support are available to teachers and other school personnel to assist parents/persons in parental relation to students and teachers in exploring alternative approaches for meeting the individual needs of any student prior to formal referral for special education.

The determination of prevention and prereferral intervention strategies/services shall consider the student's strengths, environment, social history, language and cultural diversity in addition to the teacher's concerns. The building administrator will further ensure that all staff are familiar with intervention procedures and procedures for operating an ISST.

(Continued)

**SUBJECT: PREREFERRAL INTERVENTION STRATEGIES IN GENERAL EDUCATION
(PRIOR TO A REFERRAL FOR SPECIAL EDUCATION) (Cont'd.)**

Prereferral/Intervention Instructional Support Plans shall be proactive in their strategies to meet the broad range of student needs and to improve student performance. Prereferral/Intervention strategies and/or Instructional Support Plans are to be reviewed and evaluated to determine their effectiveness, and modified as may be appropriate. Appropriate documentation of the prevention and/or intervention strategies implemented shall be maintained.

However, should a referral be made to the CSE during the course of implementing prereferral/intervention instructional support services, the CSE is obligated in accordance with law to continue its duties and functions, and must meet mandatory time lines in evaluating the student for special education services and implementation of an individualized education program, if applicable.

Educational Related Support Services

Educational related support services (ERSS) means curriculum and instructional modification services; direct student support team services; assessment and non-career counseling services; special instruction to eligible students with disabilities as defined in Education Law Section 4401, which does not generate excess cost aid including related services but excluding transportation and transition services; and to eligible, qualified students pursuant to Section 504 of the Rehabilitation Act of 1973. These services are provided to eligible students, individually or in groups, and may include those related consultation services provided to their families and related school personnel in order to enhance the academic achievement and attendance of such students. Educational related support services shall also mean speech and language improvement services as defined in Commissioner's Regulations.

ERRS Services may be utilized as a component of any Prereferral/Intervention Instructional Support Plan.

Section 504 of the Rehabilitation Act of 1973

For students who are qualified for services pursuant to Section 504 of the Rehabilitation Act, but are not classified as students with disabilities as defined in Education Law Section 4401, Section 504 Accommodation Plans may address instructional support services that can be utilized as components of any prereferral/intervention strategies as deemed necessary and/or appropriate.

(Continued)

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Students

**SUBJECT: PREREFERRAL INTERVENTION STRATEGIES IN GENERAL EDUCATION
(PRIOR TO A REFERRAL FOR SPECIAL EDUCATION) (Cont'd.)**

Academic Intervention Services

Academic intervention services means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards as defined in Commissioner's Regulations and/or student support services which may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance. However, such services shall not include services provided to students with limited English proficiency pursuant to Commissioner's Regulations or special education services and programs as defined in Education Law Section 4401. Academic intervention services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments.

The District has developed a description of the academic intervention services offered to grades K-12 students in need of such services. The District will review and revise this description every two years based on student performance results.

Parental notification of students who have been determined to need academic intervention services will be provided as per Commissioner's Regulations.

In implementing prevention and/or prereferral intervention support strategies in order to remediate a student's performance prior to referral for special education, the utilization of academic intervention services, as enumerated in Commissioner's Regulations, may be included as a component of any such Prereferral/Intervention Instructional Support Plan.

Education Law Sections 3602(32), 4401 and 4401-a
8 New York Code of Rules and Regulations
(NYCRR) Sections 100.1(g), (p), (r), (s), and (t);
100.2(v); 100.2(dd)(4); 100.2(ee); 200.2(b)(7);
200.4(a)(2) and (9); 200.4(c); and Part 154
Section 504 of the Rehabilitation Act of 1973,
29 United States Code (USC) Section 794 et seq.

Adopted: 8/05/03

SUBJECT: DECLASSIFICATION OF STUDENTS WITH DISABILITIES

The School District shall establish and implement a plan for the appropriate declassification of students with disabilities which must include:

- a) The regular consideration for declassifying students when appropriate;
- b) A reevaluation of the student prior to declassification; and
- c) The provision of educational and support services to the student upon declassification.

Eligibility Determinations

The School District must evaluate a student with a disability prior to determining that a student is no longer a student with a disability as defined in accordance with Commissioner's Regulations, and the District shall provide a copy of the evaluation report and the documentation of eligibility to the student's parent. The District is not required to conduct a reevaluation of a student before the termination of a student's eligibility due to graduation with a local high school or Regents diploma or exceeding the age eligibility for a free appropriate public education. However, the parent must receive prior written notice, in accordance with Commissioner's Regulations, before the student's graduation from high school with a local or Regents diploma or before he/she receives an Individualized Education Program (IEP) diploma. The results of any reevaluations must be addressed by the Committee on Special Education (CSE) in a meeting to review and, as appropriate, revise the student's IEP.

Prior to the reevaluation, the School District shall obtain informed parental consent unless otherwise authorized pursuant to law and/or regulation. Parental consent need not be obtained if the District can demonstrate that it has taken reasonable measures to obtain that consent, and the student's parents fail to respond. The District must have a record of its attempts to obtain parental consent. Should the student's parents refuse consent for the reevaluation, the District may continue to pursue the reevaluation by using mediation and/or due process procedures.

The District shall take whatever action is necessary to ensure that the parent understands the proceedings at the meeting of the CSE, including arranging for an interpreter for parents with deafness or whose native language is other than English.

Individual Evaluation

As part of any reevaluation, a group that includes the CSE and other qualified professionals, as appropriate, shall review existing evaluation data on the student including evaluations and information provided by the parents of the student, current classroom-based assessments and observations, and observations by teachers and related services providers.

(Continued)

SUBJECT: DECLASSIFICATION OF STUDENTS WITH DISABILITIES (Cont'd.)

On the basis of that review, and input from the student's parents, the CSE and other qualified professionals, as appropriate, shall identify what additional data, if any, are needed to determine:

- a) In the case of a reevaluation of a student, whether the student continues to have such a disability;
- b) The present levels of performance and educational needs of the student;
- c) In the case of a reevaluation of a student, whether the student continues to need special education; and
- d) Whether any additions or modifications to the special education services are needed to enable the student to meet the measurable annual goal set out in the Individualized Education Program (IEP) of the student and to participate, as appropriate, in the general curriculum.

If additional data are not needed, the District must notify the parents of that determination and the reasons for it and of the right of the parents to request an assessment to determine whether, for purposes of services provided in accordance with law and Commissioner's Regulations, the student continues to be a student with a disability. The District is not required to conduct the assessment unless requested to do so by the student's parents.

The CSE shall arrange for an appropriate reevaluation of each student with a disability at least every three (3) years by a multidisciplinary team or group of persons, including at least one (1) teacher or other specialist with knowledge in the area of the student's disability. The reevaluation shall be sufficient to determine the student's individual needs, educational progress and achievement, the student's ability to participate in instructional programs in regular education and the student's continuing eligibility for special education. The results of any reevaluations must be addressed by the CSE in reviewing and, as appropriate, revising the student's IEP.

Recommendation for Declassification

If the student has been receiving special education services, but it is determined by CSE that the student no longer needs special education services and can be placed in a regular educational program on a full-time basis, the recommendation shall:

- a) Identify the declassification support services, if any, to be provided to the student; and/or the student's teachers; and

(Continued)

SUBJECT: DECLASSIFICATION OF STUDENTS WITH DISABILITIES (Cont'd.)

- b) Indicate the projected date of initiation of such services, the frequency of provision of such services, and the duration of these services, provided that such services shall not continue for more than one (1) year after the student enters the full-time regular education program.

Declassification Support Services

When appropriate, the District shall provide declassification support services to students who have moved from special education to a full-time regular educational program in accordance with the recommendation of the CSE.

Declassification support services means those services provided by persons appropriately certified pursuant to Part 80 of Commissioner's Regulations, or holding a valid teaching license in the appropriate area of service, to a student or the student's teacher to aid in the student's move from special education to full-time regular education, including:

- a) For the student, psychological services, social work services, speech and language improvement services, noncareer counseling, and other appropriate support services; and
- b) For the student's teacher, the assistance of a teacher aide or a teaching assistant, and consultation with appropriate personnel.

Procedural Safeguards Notice

The District shall use the procedural safeguards notice prescribed by the Commissioner of Education. The District will further ensure that the procedural safeguards notice is provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the District shall take steps to ensure that the notice is translated orally or by other means to the parent in his/her native language or other mode of communication; that the parent understands the content of the notice; and that there is written evidence that all due process procedures, pursuant to law and/or regulation, have been met.

20 United States Code (USC) Sections 1400-1485,
Individuals with Disabilities Education Act (IDEA)
34 Code of Federal Regulations (CFR) Part 300
State Law - Education Law Sections 4401-4410-a
8 New York Code of Rules and Regulations
(NYCRR) Sections 100.1(q), 100.2(u), 200.2(b)(8),
200.4(b)(4) and (5), 200.4(c)(3), 200.4(d)(1), and 200.5

Adopted: 8/05/03

POLICY

2003

7620

Students

SUBJECT: STUDENTS WITH DISABILITIES PARTICIPATING IN SCHOOL DISTRICT PROGRAMS

All students with disabilities residing in the District, including those of preschool age, shall be provided with full access and opportunity to participate in School District programs, including extracurricular programs and activities, that are available to all other students enrolled in the public schools of the District. Parents/guardians of students with disabilities, including those students placed in out-of-District programs, shall receive timely notice of such District programs and activities.

8 New York Code of Rules and Regulations
(NYCRR) Section 200.2(b)(1) and (2)

Adopted: 8/05/03

POLICY

2003

7621

Students

SUBJECT: SECTION 504 OF THE REHABILITATION ACT OF 1973

The Board of Education affirms its compliance with those sections of the Rehabilitation Act of 1973 dealing with program accessibility.

Section 504 of the Rehabilitation Act prohibits discrimination against qualified individuals with disabilities in federally assisted programs or activities solely on the basis of disability. The District shall make its program and facilities accessible to all its students with disabilities.

The District shall also identify, evaluate and extend to every qualified student with a disability under Section 504 a free, appropriate public education, including modifications, accommodations, specialized instruction or related aids and services, as deemed necessary to meet their educational needs as adequately as the needs of non-disabled students are met.

The District official responsible for coordination of activities relating to compliance with Section 504 is the Superintendent of Schools. This official shall provide information, including complaint procedures, to any person who feels his/her rights under Section 504 have been violated by the District or its officials.

Section 504 of the Rehabilitation Act of 1973,
29 United States Code (USC) Section 794 et seq.

Adopted: 8/05/03

SUBJECT: APPOINTMENT AND TRAINING OF COMMITTEE ON SPECIAL EDUCATION (CSE)

Committee on Special Education (CSE) Membership

The Board of Education shall appoint a Committee on Special Education (CSE) whose membership shall include, but not be limited to, the following members:

- a) The parent(s) of the student;
- b) At least one (1) regular education teacher of such student (if the student is, or may be, participating in the regular education environment);
- c) At least one (1) special education teacher of the student, or, where appropriate, at least one (1) special education provider (i.e., related service provider) of such student;
- d) A representative of the School District who is qualified to provide or administer or supervise special education and who is knowledgeable about the general curriculum and about the availability of resources of the District;
- e) An individual who can interpret the instructional implications of evaluation results, who may be a CSE member selected from the regular education teacher, the special education teacher or provider, the school psychologist, or the School District representative described above, or a person having knowledge or special expertise regarding the student as determined by the District;
- f) At the discretion of the parent or the District, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate. The determination of knowledge or special expertise shall be made by the party (parents or School District) who invited the individual to be a member of the committee;
- g) Whenever appropriate, the student with a disability;
- h) A school psychologist;
- i) A school physician, if requested in writing at least seventy-two (72) hours prior to the meeting by the parents of the student or the School District; and
- j) A parent of a student with a disability residing in the District or a neighboring school district, provided that the parent shall not be employed by or under contract with the School District; and provided further that such parent shall not be a required member if the parents of the student request, in writing, that the additional parent member not participate in the meeting.

(Continued)

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Students

SUBJECT: APPOINTMENT AND TRAINING OF COMMITTEE ON SPECIAL EDUCATION (CSE) (Cont'd.)

Training

The training of qualified personnel is essential to the effective implementation of the Regulations of the Commissioner of Education regarding the education of all students with disabilities.

The Director of Special Education shall be responsible to the Superintendent for establishing administrative practices and procedures for training all District personnel responsible for carrying out the provisions of Part 200 of the Commissioner's Regulations as well as members of the Committee on Special Education.

Education Law Section 4402
8 New York Code of Rules and Regulations
(NYCRR) Sections 200.2(b)(3) and 200.3
20 United States Code (USC) Sections 1400-1485,
Individuals with Disabilities Education Act (IDEA)
34 Code of Federal Regulations (CFR)
Sections 300.342-344

NOTE: Refer also to Policy #7632 -- Appointment and Training of Committee on Preschool Special Education Members

Adopted: 8/05/03

SUBJECT: APPOINTMENT AND TRAINING OF COMMITTEE ON PRESCHOOL SPECIAL EDUCATION (CPSE) MEMBERS

Committee on Preschool Special Education (CPSE) Membership

The Board of Education shall appoint a Committee on Preschool Special Education (CPSE) whose membership shall include, but not be limited to, the following members:

- a) The parent(s) of the preschool child;
- b) At least one (1) regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- c) At least one (1) special education teacher of the child or, where appropriate, at least one (1) special education provider (i.e., related service provider) of such child;
- d) A representative of the School District who is qualified to provide, or supervise the provision of, special education and who is knowledgeable about the general curriculum and about the availability of preschool special education programs and services and other resources of the District (who shall serve as Chairperson of the CPSE);
- e) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team selected from the regular education teacher, the special education teacher or provider, the school psychologist, the School District representative described above, or a person having knowledge or special expertise regarding the student as determined by the District;
- f) At the discretion of the parent or the District, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate. The determination of knowledge or special expertise shall be made by the party (parents or School District) who invited the individual to be a member of the committee;
- g) A parent of a child with a disability who resides in the School District or a neighboring school district, and whose child is enrolled in a preschool or elementary level education program provided that such parent shall not be employed by or under contract with the School District or municipality; and provided further that such parent shall not be a required member if the parents of the child request, in writing, that the additional parent member not participate in the meeting.
- h) For a child's transition from early intervention programs and services (Infant and Toddler Programs), the appropriately licensed or certified professional from the County Early Intervention Program. This professional must attend all meetings of the CPSE conducted prior to the child's initial receipt of services; and

(Continued)

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Students

SUBJECT: APPOINTMENT AND TRAINING OF COMMITTEE ON PRESCHOOL SPECIAL EDUCATION (CPSE) MEMBERS (Cont'd.)

- i) An appropriately certified or licensed professional from the municipality of the preschool child's residence. Attendance of the appointee of the municipality is not required for a quorum.

Training

The training of qualified personnel is essential to the effective implementation of the Regulations of the Commissioner of Education regarding the education of all students with disabilities.

The Director of Special Education shall be responsible to the Superintendent for establishing administrative practices and procedures for training all District personnel responsible for carrying out the provisions of Part 200 of the Commissioner's Regulations as well as members of the Committee on Preschool Special Education.

Education Law Section 4410
20 United States Code (USC) Sections 1400-1485,
Individuals With Disabilities Education Act (IDEA)
34 Code of Federal Regulations (CFR) Part 300
8 New York Code of Rules and Regulations
(NYCRR) Sections 200.2(b)(3) and 200.3

NOTE: Refer also to Policies #7614 -- Preschool Special Education Program
#7631 -- Committee on Special Education/Subcommittee on Special Education Members

Adopted: 8/05/03

**SUBJECT: STUDENT INDIVIDUALIZED EDUCATION PROGRAM (IEP):
DEVELOPMENT AND PROVISION**

Development of Individualized Education Program

The Board of Education directs that the Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE) shall have prepared a written statement (program) for each child with a disability.

Such an Individualized Education Program (IEP) will be developed by the CSE or CPSE upon referral, and reviewed or revised, whichever is appropriate, for every child with a disability at least annually or in the event that the program no longer appears to be appropriate to meet the student's needs and ability level.

Provision of Individualized Education Program

The Board of Education directs that the Superintendent/designee(s) establish administrative practices and procedures to ensure that each regular education teacher, special education teacher, related service provider and/or other service provider who is responsible for the implementation of a student's IEP is *provided a paper or electronic copy of such student's IEP prior to the implementation of such program*. For purposes of this policy, "other service provider" means a representative of another public school district, charter school, Board of Cooperative Educational Services (BOCES) or school enumerated in Articles 81, 85 or 89 of the Education Law where the student receives or will receive IEP services. Further, the District will designate at least one school official who shall be responsible for maintaining a record of the personnel who have received IEP copies for each student.

Any copy of a student's IEP shall remain confidential in compliance with the Individuals with Disabilities Education Act, the Family Educational Rights and Privacy Act, and District policy regarding confidentiality of student records; and shall not be disclosed to any other person other than the parent of such student, except in accordance with federal and state laws and/or regulations. Appropriate training and information will be provided to designated school personnel, as applicable, to ensure the confidentiality of such information. Procedures will be established to ensure that copies of students' IEPs are stored in secure locations and retrieved or destroyed when such professionals are no longer responsible for implementing a student's IEP.

The Chairperson of the CSE, CSE subcommittee, or CPSE *shall designate* for each student one or, as appropriate, more than one professional employee of the School District with knowledge of the student's disability and education program *who will be responsible to, prior to the implementation of the IEP, inform* each regular education teacher, special education teacher, related service provider, other service provider, paraprofessional (i.e., a teaching assistant or a teacher aide as defined in Commissioner's Regulations), and other provider and support staff person of his/her responsibility to

(Continued)

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2003

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Students

SUBJECT: STUDENT INDIVIDUALIZED EDUCATION PROGRAM (IEP): DEVELOPMENT AND PROVISION (Cont'd.)

implement the recommendations on a student's IEP, including the responsibility to provide specific accommodations, program modifications, supports and/or services for the student in accordance with the IEP. In selecting the professional staff person(s), the Chairperson could select him/herself for this responsibility, another administrator, or a teacher, related service provider or other professional based on the particular circumstances of the student's disability and education program.

The School District shall also ensure that each teaching assistant, teacher aide and each other provider responsible for assisting in the implementation of a student's IEP has *the opportunity to review* a copy of the student's IEP prior to the implementation of such program. Further, each teaching assistant, teacher aide and such other provider responsible for assisting in the implementation of a student's IEP shall have *ongoing access* to a copy of the IEP, which may be the copy provided to the student's special education teacher or the teacher or related service provider under whose direction the paraprofessional or other provider works. However, the District may, at its discretion, provide a copy of the IEP to teaching assistants and/or teacher aides.

A copy of a student's IEP shall be provided to the student's parents at no cost to the student's parents.

Individual Re-evaluations of Individualized Education Program

A committee on special education (CSE/CPSE) shall arrange for an appropriate re-evaluation of each student with a disability if conditions warrant a re-evaluation, or if the student's parent or teacher requests the re-evaluation; however, a re-evaluation must take place at least once every three years. The re-evaluation will be conducted by a multi-disciplinary team or group of persons, including at least one teacher or other specialist with knowledge in the area of the student's disability. The re-evaluation shall be sufficient to determine the student's individual needs, educational progress and achievement, the student's ability to participate in instructional programs in regular education and the student's continuing eligibility for special education. The results of any re-evaluations must be addressed by the committee on special education in reviewing, and as appropriate, revising the student's IEP.

Use of Recording Equipment at IEP Meetings

The Board of Education shall allow recording equipment to be used at meetings regarding individualized education programs for students with disabilities.

Education Law Section 4402(7)
Education Law Articles 81, 85 and 89
8 New York Code of Rules and Regulations (NYCRR)
Sections 200.1(hh), 200.2(b)(11), 200.4(b)(4),
200.4(e)(3), 200.4(f), and 200.16(e)(6)

Adopted: 8/05/03

POLICY

2003

7641

Students

SUBJECT: TRANSITION SERVICES

The Board of Education will provide transition services for students with disabilities who are fifteen (15) and older (and at a younger age if determined appropriate). Additionally, beginning at age fourteen (14), and updated annually, the student's Individualized Education Program (IEP) must include a statement of transition service needs under the applicable components of the student's IEP that focuses on the student's courses of study. As defined by the Commissioner's Regulations, transition services means a coordinated set of activities for a student with a disability, designed within an outcome-oriented process, that promotes movement from a school to post-school activities. Post-school activities include, but are not limited to, post-secondary education, vocational training, integrated competitive employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities must be based on the individual student's needs, taking into account the student's preferences and interests and shall include needed activities in the following areas:

- a) Instruction;
- b) Related services;
- c) Community experiences;
- d) The development of employment and other post-school adult living objectives; and
- e) If appropriate, acquisition of daily living skills and functional vocational evaluation.

20 United States Code (USC) Sections 1400-1485,
Individuals With Disabilities Education Act (IDEA)
Education Law Section 4401
8 New York Code of Rules and Regulations
(NYCRR) Sections 200.1(ss), 200.1(tt), 200.4(c)(2)(v),
200.4(c)(4), 200.4(d)(3), and 200.5(a)(1)(xii)

Adopted: 8/05/03

POLICY

2003

7642

Students

SUBJECT: TWELVE MONTH SPECIAL SERVICES AND/OR PROGRAMS

The School District shall provide, directly or by contract, special services and/or programs during July and August to those students whose disabilities are severe enough to exhibit the need for a structured learning environment of twelve (12) months duration in order to prevent substantial regression as determined by the Committee on Special Education or Committee on Preschool Special Education.

8 New York Code of Rules and Regulations
(NYCRR) Sections 200.1(qq), 200.6(j) and
200.16(h)(3)(v)

Adopted: 8/05/03

POLICY

2003

7650

Students

SUBJECT: IDENTIFICATION AND REGISTER OF CHILDREN WITH DISABILITIES

The policy of the Board of Education is to conduct a census in order to have all children with disabilities, within its jurisdiction under the age of twenty-one (21) identified, located and evaluated, including children of preschool age and children in all public and private agencies and institutions.

Persons involved in the collection of data must receive prior training and written information regarding data collection procedures.

Register of Children with Disabilities

It is the policy of the Board of Education of the Windham-Ashland-Jewett Central School District to maintain a register containing the data requirements as indicated in the Commissioner's Regulations.

Education Law Sections 3240-3242 and 4402(1)(a)
8 New York Code of Rules and Regulations
(NYCRR) Sections 200.2(a) and 200.4

NOTE: Refer also to Policy #7160 -- School Census

Adopted: 8/05/03

POLICY

2003

7660

Students

SUBJECT: PARENT INVOLVEMENT

The Board of Education recognizes the rights of the parent/guardian to be fully informed of all information relevant to the identification, or change in identification, evaluation and educational placement of a child with a disability.

All due process procedures for parents/guardians and children in the Commissioner's Regulations shall be observed by the School District.

Surrogate Parents

In the event that no parent or guardian for a child with a disability can be identified or after reasonable efforts, the whereabouts of the parent or guardian cannot be determined, or the child with a disability is a ward of the state, the Board shall assign an individual to act as a surrogate for the parents or guardians. The person selected as a surrogate shall have no interest that conflicts with the interest of the child he/she represents, and shall have knowledge and skills that ensure adequate representation of the child.

It is the duty of the School District to determine whether a child needs a surrogate parent and to assign a surrogate parent in the manner permitted under New York State law.

Education Law Sections 4401 and 4402
8 New York Code of Rules and Regulations
(NYCRR) Section 200.5

Adopted: 8/05/03

SUBJECT: IMPARTIAL HEARINGS/SELECTION OF IMPARTIAL HEARING OFFICERS

The School District is committed to making every effort to amicably resolve differences involving the educational programs for students with disabilities. When outside assistance is needed to aid in resolving a disagreement about the identification, evaluation, educational placement or provision of a free appropriate education for a student with a disability, mediation is encouraged. For those exceptional circumstances where a more formal method is required, the impartial hearing process will be utilized. The impartial hearing officer (IHO) renders a written decision after the parties present and refute evidence before him/her. The decision of the IHO is final and binding on both parties unless appealed to the State Review Officer (SRO).

Impartial Hearing Process

The following is an overview of the Impartial Hearing process:

- a) Either the parent or the School District may request an impartial hearing. If a parent makes the request it must be in writing to the Board of Education describing the nature of the dispute and a proposed resolution of the problem. The District will provide a form for this purpose. However, the District may not deny or delay a parent's right to an impartial hearing if the written request is not complete.

If the District is the party initiating an impartial hearing, the District will provide prior written notice to the parent including a statement of the action proposed and any explanation of why the District proposes to take such action.

- b) Upon receipt of or initiation of a request for an impartial hearing, the District will inform the parent of the availability of mediation, of any free or low-cost legal and other relevant services available in the area, and provide them with a copy of the District's Procedural Safeguards Notice.
- c) The District must immediately [but not later than two (2) business days after receipt of the written request] initiate the process to select an IHO. The District selects the IHO through a rotational selection process in accordance with regulatory timelines. The Superintendent's Secretary/District Clerk will be responsible for contacting IHOs and maintaining appropriate records.
- d) The IHO must be certified by the Commissioner of Education, be independent and have access to the support and equipment necessary to perform the duties of an IHO. When the selected IHO indicates availability, the Board of Education must immediately appoint him/her. To expedite this process the Board may designate one (1) or more of its members to appoint the IHO on behalf of the Board.

(Continued)

**SUBJECT: IMPARTIAL HEARINGS/SELECTION OF IMPARTIAL HEARING OFFICERS
(Cont'd.)**

- e) The impartial hearing will be conducted at a location that is reasonable and convenient to the parent and the student involved. The hearing shall be closed to the public unless the parent requests an open hearing.
- f) The IHO presides over the hearing at which the parties have an opportunity to present evidence and testimony.
- g) The student remains in his/her current placement during the pendency of the impartial hearing unless both parties agree and except as otherwise provided for expedited impartial hearings for certain disciplinary suspensions or removals of a student.
- h) The IHO renders and forwards the finding of fact and decision to the parties and to the State Education Department in accordance with regulatory timelines.
- i) The decision of the IHO is final and binding on both parties unless appealed to the State Review Officer (SRO).

Recordkeeping And Reporting

The District will maintain an alphabetical list of the names of each IHO who is certified in New York State and available to serve in the District. The District will record and report to the State Education Department required information relating to the selection of IHOs and the conduct of impartial hearings according to the manner and schedule specified by the department. The Superintendent shall designate a staff member(s) who will be responsible for reporting such information as required relating to the impartial hearing process into the State Education Department's web-based reporting system.

Compensation Of Impartial Hearing Officers

The District will be responsible for compensating the IHO for pre-hearing, hearing and post-hearing activities at the rate agreed upon at the time of the IHO's appointment. The rate of compensation may not exceed the maximum rate approved by the Director of the Division of the Budget. The District will also reimburse the IHO for travel and other hearing-related expenses (e.g., duplication and telephone costs) pursuant to an annually determined schedule. On an annual basis, the District will forward a copy of its compensation rates to each IHO on the District's rotational list.

(Continued)

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Students

**SUBJECT: IMPARTIAL HEARINGS/SELECTION OF IMPARTIAL HEARING OFFICERS
(Cont'd.)**

Mediation

Mediation is voluntary and does not deny or delay a parent's right to an impartial hearing. If mediation is initiated after a request for an impartial hearing has been received, the impartial hearing must continue unless the request for the impartial hearing is withdrawn. However, a party may request an extension to an impartial hearing in order to pursue mediation.

Guardians ad Litem at Impartial Hearings

Unless a surrogate parent has been previously appointed, the IHO must appoint a guardian ad litem when he/she determines that the interests of the parent(s) are opposed to or inconsistent with those of the student or whenever the interests of the student would be best protected by such appointment.

Confidentiality

All issues relating to a request for and conduct of an Impartial Hearing must be kept confidential by all District staff.

Administrative Procedures

Administrative procedures will be developed for the selection and appointment of an IHO consistent with regulatory requirements.

Education Law Sections 4404(1) and 4410(7)
8 New York Code of Rules and Regulations
(NYCRR) Sections 200.1, 200.2, 200.5, 200.16,
200.21 and 201.11

Adopted: 8/05/03

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Students

SUBJECT: INDEPENDENT EDUCATIONAL EVALUATIONS

Parents of children with disabilities have the right under Federal and State regulations to obtain an independent evaluation at public expense under certain conditions. Regulatory standards are outlined in New York State Regulations of the Commissioner of Education Part 200.5(g). Additionally, the Federal Regulations (34 Code of Federal Regulations [CFR] 300.503) specify requirements for an independent evaluation.

Administrative regulations on independent evaluations will be developed in order to explain the rights of parents and the responsibilities of school districts with regard to independent evaluations, and also to avoid any misunderstandings.

8 New York Code of Rules and Regulations
(NYCRR) Sections 200.1(z) and 200.5(g)
34 Code of Federal Regulations (CFR)
Sections 300.12 and 300.503

Adopted: 8/05/03

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Students

SUBJECT: SPECIAL EDUCATION MEDIATION

The District will offer mediation as an alternative to the impartial hearing process in disputes regarding the provision of a free, appropriate public education for students identified by the Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE) as having a disability, or students suspected of having a disability. Such mediation shall be conducted by mediators furnished by a Community Dispute Resolution Center who are not employees of a school district or program serving students with disabilities. Mediators may not have a personal or professional interest which would conflict with their objectivity in the mediation process.

Parents or persons in parental relationship to students suspected of or having disabilities will receive written notice of the availability of the mediation program each time they receive notice of their entitlement to the impartial hearing procedures in accordance with Federal and State law and regulations.

Mediation will not operate to diminish or limit any rights provided for in law, including the right of the parent or person in parental relationship to request an impartial hearing subsequent to mediation. Parents or persons in parental relationship to students suspected of or having disabilities continue to have full access to all rights, including due process procedures, provided for in federal and state laws and regulations. Similarly, mediation shall not be construed to limit a parent or person in parental relationship from requesting an impartial hearing without having first utilized mediation procedures set forth in Education Law.

34 Code of Federal Regulations
(CFR) Sections 300.500 - 300.515
Education Law Section 4404-a
Judiciary Law Section 849a
8 New York Code of Rules and Regulations
(NYCRR) Sections 200.1 and 200.5

Adopted: 8/05/03